

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

National Resource Centers and Foreign Language and Area Studies Fellowships

CFDA # 84.015A

PR/Award # P015A180002

Grants.gov Tracking#: GRANT12651723

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180002

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

06/14/2018

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

University of Washington

* b. Employer/Taxpayer Identification Number (EIN/TIN):

91-6001537

* c. Organizational DUNS:

0428035360000

d. Address:

* Street1:

4333 Brooklyn Ave NE

Street2:

Box 359472

* City:

Seattle

County/Parish:

King

* State:

WA: Washington

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

98195-9472

e. Organizational Unit:

Department Name:

Jackson School of Int. Studies

Division Name:

Middle East Center

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Ms.

* First Name:

Carol

Middle Name:

* Last Name:

Rhodes

Suffix:

Title: Director, Office of Sponsored Programs

Organizational Affiliation:

University of Washington

* Telephone Number:

206.543.4043

Fax Number:

206.685.1732

* Email:

osp@uw.edu

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Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr

* 12. Funding Opportunity Number:

ED-GRANTS-052518-001

* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

13. Competition Identification Number:

84-015A2018-1

Title:

National Resource Centers and Foreign Language and Area Studies Fellowships 84.015A and 84.015B

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

National Resource Centers & Foreign Language & Area Studies Fellowships Program--MIDDLE EAST

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="643,406.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="643,406.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

University of Washington

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	112,869.00	117,182.00	121,669.00	126,336.00		478,056.00
2. Fringe Benefits	31,788.00	33,017.00	34,294.00	35,625.00		134,724.00
3. Travel	8,000.00	11,500.00	8,000.00	11,500.00		39,000.00
4. Equipment						
5. Supplies	28,200.00	27,200.00	27,200.00	27,200.00		109,800.00
6. Contractual						
7. Construction						
8. Other	76,000.00	68,250.00	69,750.00	63,000.00		277,000.00
9. Total Direct Costs (lines 1-8)	256,857.00	257,149.00	260,913.00	263,661.00		1,038,580.00
10. Indirect Costs*	20,549.00	20,572.00	20,874.00	21,093.00		83,088.00
11. Training Stipends	366,000.00	366,000.00	366,000.00	366,000.00		1,464,000.00
12. Total Costs (lines 9-11)	643,406.00	643,721.00	647,787.00	650,754.00		2,585,668.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/21/2017 To: 06/30/2020 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): DHHS

The Indirect Cost Rate is 8.00 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

PR/Award # P015A180002

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
University of Washington		

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Richard S Sewell	Director, Office of Sponsored Programs
APPLICANT ORGANIZATION	DATE SUBMITTED
University of Washington	06/14/2018

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="University of Washington"/> * Street 1 <input type="text" value="4333 Brooklyn Avenue NE"/> Street 2 <input type="text" value="Box 359472"/> * City <input type="text" value="Seattle"/> State <input type="text" value="WA: Washington"/> Zip <input type="text" value="98195-9472"/> Congressional District, if known: <input type="text" value="WA-007"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr"/> CFDA Number, if applicable: <input type="text" value="84.015"/>	
8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>	
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value="Richard S Sewell"/> * Name: Prefix <input type="text" value="Ms."/> * First Name <input type="text" value="Carol"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Rhodes"/> Suffix <input type="text"/> Title: <input type="text" value="Director, Office of Sponsored Programs"/> Telephone No.: <input type="text" value="206.543.4043"/> Date: <input type="text" value="06/14/2018"/>		
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NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1235-GEPA-MEC-UW.pdf

Add Attachment

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General Education Provisions Act (GEPA) Statement

Institution/Program: University of Washington, Middle East Center

The Middle East Center (MEC), University of Washington (UW), Seattle, is in full compliance with Section 427 of GEPA to ensure equitable access to and participation in its federally assisted programs for students, faculty, staff, and other constituencies. The UW prohibits discrimination on the basis of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status or disability, and the institution complies with all local, state, and federal laws governing these categories. A measure of the University's commitment to meeting and understanding the challenges of Americans with disabilities is the establishment of a major and minor in Disability Studies, which mobilizes a multi-campus interdisciplinary group of faculty, staff, students, and community members who share an interest in questions relating to society's understanding of disability. The program provides opportunities for students to develop a strong interdisciplinary foundation in the social, legal, and political framing of disability. The University also publishes an ADA Access Guide to all facilities on campus as a navigation aid to persons with disabilities.

The Henry M. Jackson School of International Studies, of which MEC is a unit, has its own Diversity and Equity Committee composed of faculty, staff, and students committed to bringing awareness of and resolution to educational and workplace barriers. As a member of the Association of Professional Schools of International Affairs (APSIA), the Jackson School is an active participant in opening up the field of international studies to all through the Association's Diversity Forum. MEC itself far exceeds federal expectations across the spectrum of challenges faced by the diverse population that the Center serves and employs. MEC is scrupulous in making sure that the facilities it uses are fully accessible. MEC includes on all its publicity information on how to reach the University's ADA Coordinator by voice, TTY telephone, fax, and e-mail to request disability accommodations. Sign language interpreters are provided when requested and have been used at MEC workshops and general public lectures. MEC's website complies at the highest level with Web Content Accessibility Guidelines. MEC assists students in securing accommodation for learning disabilities in its language/area classes when necessary. To ensure full participation in study abroad, MEC participates in the annual study-abroad workshops for the disabled. MEC courses are available to older learners 60+ through the UW's Access Program. Further, MEC is a national leader in its efforts to ensure access to learning opportunities for underrepresented students in partnership with the Seattle non-profit, OneWorld Now!, via programs dedicated to educating minority high school students, as well as in its work with area community colleges serving mainly low-income students.

MEC activities in the current proposal that are specifically focused on improving equitable access to and participation in educational opportunities include:

- Providing Arabic language and leadership training to minority and disadvantaged Seattle high school students
- Mentoring community college faculty to improve instruction on the Middle East at institutions serving primarily low-income students
- Providing Turkish language instruction at community college serving a diverse student body
- Providing lectures on the Edmonds Community College's Creative Retirement Institute for older learners



**UNIVERSITY OF WASHINGTON
INSTITUTIONAL POLICY PERTAINING TO GEPA 427**

Presidential Orders
Executive Order 31

Non-Discrimination and Affirmative Action

1. Non-Discrimination and Non-Retaliation

The University of Washington, as an institution established and maintained by the people of the state, is committed to providing equality of opportunity and an environment that fosters respect for all members of the University community. This policy has the goal of promoting an environment that is free of discrimination, harassment, and retaliation. To facilitate that goal, the University retains the authority to discipline or take appropriate corrective action for any conduct that is deemed unacceptable or inappropriate, regardless of whether the conduct rises to the level of unlawful discrimination, harassment, or retaliation.

University policy:

- Prohibits discrimination or harassment against a member of the University community because of race, color, creed, religion, national origin, citizenship, sex, age, marital status, sexual orientation, gender identity or expression disability, or military status.
- Prohibits any member of the University community, including, but not limited to, the faculty, staff, or students, from discriminating against or unlawfully harassing a member of the public on any of the above grounds while engaged in activities directly related to the nature of their University affiliation.
- Prohibits retaliation against any individual who reports concerns regarding discrimination or harassment, or who cooperates with or participates in any investigation of allegations of discrimination, harassment, or retaliation.

2. Affirmative Action and Diversity

The University is committed to having a diverse faculty, staff, and student body. As permitted by applicable law, the University will take affirmative action to ensure equality of opportunity in all aspects of employment without regard to race, color, religion, national origin, sex, or age and to employ and advance qualified persons with disabilities and protected veterans in all levels of employment.

3. Definitions

Unless otherwise defined below, terms used in this policy are intended to have the meaning given to them by applicable federal or state laws and regulations.

- A. Harassment is conduct directed at a person because of the person's race, color, creed, religion, national origin, citizenship, sex, age, marital status, sexual orientation, gender identity or expression, disability, or military status that is unwelcome and sufficiently severe, persistent, or pervasive that:
 - 1) It could reasonably be expected to create an intimidating, hostile, or offensive work or learning environment, or
 - 2) It has the purpose or effect of unreasonably interfering with an individual's work or academic performance. Harassment is a form of discrimination.
- B. Sexual harassment is a form of harassment based on the recipient's sex that is characterized by:
 - 1) Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature by a person who has authority over the recipient when:
 - a) Submission to such conduct is made either an implicit or explicit condition of the individual's employment, academic status, or ability to use University facilities and services, or
 - b) Submission to or rejection of the conduct is used as the basis for a decision that affects tangible aspects of the individual's employment, academic status, or use of University facilities; or
 - 2) Unwelcome and unsolicited language or conduct that is of a sexual nature or that is sufficiently severe, persistent, or pervasive that it could reasonably be expected to create an intimidating, hostile, or offensive working or learning environment, or has the purpose or effect of unreasonably interfering with an individual's academic or work performance.
- C. Military status includes protected veterans as defined by current federal and state laws. It also includes individuals affiliated with the United States armed forces as defined by any federal or state law establishing protection for military service, including the Uniformed Services Employment and Reemployment Rights Act (USERRA) and Chapter 49.60 RCW
- D. Retaliation means to take adverse action against an individual because he or she has exercised his or her rights protected under this policy.

4. Application

- A. The University will interpret this policy on non-discrimination and non-retaliation in the context of academic freedom in the University environment.
- B. The University's admission policy provides for a selective admission process with the objective of attracting students who demonstrate the strongest prospects for high quality academic work. This selective admission process shall assure that the University's educational opportunities shall be open to all qualified applicants without regard to race, color, creed, religion, national origin, sex, age, marital status, sexual orientation, gender identity or expression, disability, or military status. The process of admission shall be mindful of the need for diversity in the student body and for highly-trained individuals from all segments of the population.

- C. The University will recruit, hire, train, and promote individuals without regard to race, color, creed, religion, national origin, sex, age, marital status, sexual orientation, gender identity or expression, disability, or military status and based upon their qualifications and ability to do the job. Except as required by law, all personnel-related decisions or provisions such as compensation, benefits, layoffs, return from layoff, University-sponsored training, education, tuition assistance, and social and recreational programs will be administered without regard to race, color, creed, religion, national origin, citizenship, sex, age, marital status, sexual orientation, gender identity or expression, disability, or military status.
- D. The University seeks affirmatively to recruit qualified minority group members, women, persons age 40 and over, protected veterans, and individuals with disabilities in all levels of employment as part of its commitment to achieve its goals and interests with respect to faculty and staff employment as reflected in its affirmative action plan.
- E. Except as otherwise required by law and as provided in Section 5 below:
 - 1) The University will operate its programs, services, and facilities without regard to race, color, creed, religion, national origin, sex, age, marital status, sexual orientation, gender identity or expression, disability, or military status, and
 - 2) The University will make its programs, services, and facilities available only to organizations or government agencies that assure the University that they do not discriminate against any person because of race, color, creed, religion, national origin, sex, age, marital status, sexual orientation, gender identity or expression, disability, or military status.
- F. Except as required by law, assignments to University residence halls and other housing facilities provided for students are made without regard to race, color, creed, religion, national origin, age, disability, sexual orientation, gender identity or expression, or military status.
- G. The University will make reasonable efforts to lease, contract, subcontract, purchase and enter into cooperative agreements only with those firms and organizations that comply with all applicable federal and state non-discrimination laws, including, but not limited to: Title VII of the Civil Rights Act, 42 U.S.C. Sec. 2000e et seq.; the Americans with Disabilities Act (ADA), 42 U.S.C. Sec. 12101 et seq.; and Washington State's Law against Discrimination, RCW, Chapter 49.60.

5. Exceptions

- A. This policy does not apply to organizations and government agencies that are not subject to otherwise applicable state or federal laws or regulations concerning non-discrimination and non-retaliation.
- B. In accordance with RCW 49.60.222, the University may consider sex, marital status, or families with children status in assignments to residence halls and other student housing.

- C. It is not a violation of this policy to discriminate because of citizenship status which is otherwise required in order to comply with law, regulation, or executive order, or required by federal, state, or local government contract, or which the State Attorney General determines to be essential for an employer to do business with an agency or department of the federal, state, or local government.
- D. The University will comply with applicable federal or state laws, and University policy, in dealing with issues of disability accommodation.

6. Complaint Procedures

The University provides internal procedures for the investigation and resolution of complaints alleging discrimination or violation of this policy. The process for bringing a complaint against a University employee is described in Administrative Policy Statement (APS) 46.3, Resolution of Complaints against University Employees. The process for bringing a complaint against a University student is described in Chapter 478-120 WAC, Student Conduct Code for the University of Washington.

7. Responsibility to Report and Cooperate

All faculty and staff members are required to report to their supervisors or the administrative heads of their organizations any complaints of discrimination and/or harassment or sexual harassment they receive. In addition, faculty and staff members are encouraged to inform their supervisors or the administrative heads of their units, and staff members also may inform their Human Resources Consultant, of inappropriate or discriminatory workplace behavior they observe. All faculty and staff members are also required to participate, provide information as requested, including personnel or student files and records and other materials recorded in any form, and otherwise fully cooperate with the processes described in APS 46.3.

8. Consequences of Violation of Policy

Any member of the University community who violates any aspect of this policy is subject to corrective or disciplinary action, including, but not limited to, termination of employment or termination from educational programs.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

University of Washington

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Ms. * First Name: Carol Middle Name:
* Last Name: Rhodes Suffix:
* Title: Director, Office of Sponsored Programs

* SIGNATURE: Richard S Sewell

* DATE: 06/14/2018

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr .	Arzoo		Osanloo	

Address:

Street1:	University of Washington Middle East Center
Street2:	Box 353650
City:	Seattle
County:	King
State:	WA: Washington
Zip Code:	98195-3650
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
206.543.1102	206.685.0668

Email Address:

aosanloo@uw.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

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c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

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UNIVERSITY OF WASHINGTON
National Resource Center & FLAS Fellowships Programs
MIDDLE EAST | FY 2018–21

ABSTRACT

As one of the top twenty-five research institutions in the nation—the only one of which is in the Pacific Northwest—the University of Washington and its Middle East Center serve a five-state area including Washington, Alaska, Idaho, Oregon, and Montana. The Middle East Center is a critically important regional link in building national capacity in Middle East area and language expertise and in educating Americans about the Middle East.

The Middle East Center, housed in the Henry M. Jackson School of International Studies, spans a comprehensive infrastructure of faculty, staff, and degree-granting programs at the University of Washington comprised of a core faculty of 67 Middle East area and language specialists. Seventeen of the faculty are dedicated to language instruction in Arabic, Hebrew, Persian, and Turkish, with each language program directed by tenured or tenure-track faculty appointments. With baccalaureate through doctoral degree offerings in Middle East studies in the Henry M. Jackson School of International Studies, the Department of Near Eastern Languages & Civilization, and the Interdisciplinary Ph.D. Program in Near & Middle East Studies, as well as through disciplinary departments, students have a wide variety of avenues for pursuing their interests in the Middle East and to study across disciplines. Graduating on average 250 students annually who have completed at least the equivalent of a major in Middle East area/language coursework, ranging from minors to doctorates across a broad range of departments and fields, the program ranks as one of the largest in the nation and contributes significantly to training and increasing the national pool of Middle East area and language specialists.

Building on the strengths of the Middle East Center, this project proposes activities that will strengthen and diversify the pipeline of students entering the field of Middle East studies from K-12, community colleges, through the university level. The project also includes substantial teacher training activities at the K-12 through post-secondary levels, as well as outreach to a broad spectrum of American society. NRC/FLAS competition absolute and competitive priorities are addressed in activities that focus on:

- Expanding collaborations with colleges and schools of Education through pre-service teacher training and seminars on the Middle East
- Strengthening Middle East area/language offerings at regional community colleges through faculty mentoring and development of live-streaming Turkish language classes from the University of Washington
- Developing new course offerings in business, law, and cybersecurity at the University of Washington that address areas of national need, present diverse perspectives, and encourage avenues for government service

- Offering public presentations on new Middle East research that engage scholars from a broad range of disciplines and across a wide spectrum of viewpoints
- Offering FLAS fellowships in the Less and Least Commonly Taught Languages (LCTLs) of Arabic, Hebrew, Persian, and Turkish that prioritize financial need, as well as encouraging government service and career trajectories in areas of need.

In concert with the Center's effort to eliminate educational barriers and to diversify the pool of talent entering the field of Middle East studies, the project further proposes to collaborate with the Seattle non-profit OneWorld Now!, to sustain and strengthen a program to offer Arabic language and leadership instruction to underrepresented and disadvantaged Seattle public high school students.

Impact of the proposed activities will be tracked and evaluated via the University-funded Middle East Center Impact Data Project, along with proposed federal funding. All activities serve to educate and prepare Americans to engage meaningfully with the Middle East, which is the mission of the Middle East Center.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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THE UNIVERSITY OF WASHINGTON | MIDDLE EAST CENTER
Proposal for Comprehensive Middle East National Resource Center & FLAS, FY 2018-21

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APPENDIX C:	Performance Measure Form
APPENDIX D:	Letters of Support

ACRONYMS

ACTFL	American Council on the Teaching of Foreign Languages
Center	Middle East Center, University of Washington
CMELNRC	Consortium of Middle East Language NRCs
CTL	Center for Teaching and Learning, University of Washington
CWES	Center for West European Studies, University of Washington
Director	Director, Middle East Center, University of Washington
EDW	Enterprise Data Warehouse, University of Washington
FTE	Full-time employee
GBC	Global Business Center, Foster School of Business, University of Washington
GSC	Global Studies Center, University of Washington
JSIS	Henry M. Jackson School of International Studies, University of Washington
LCTL	Less commonly taught language
LLC	Language Learning Center, University of Washington
ME	Middle East
MECIDP	Middle East Center Impact Data Project
MEC	Middle East Center, University of Washington
MES	Middle East Studies MA program, University of Washington
NELC	Department of Near East Languages & Civilization, University of Washington
NMES	Near & Middle Eastern Studies Ph.D. Program, University of Washington
OCA	Orbis-Cascade Alliance, UW Libraries
OPI	Oral Proficiency Interview (ACTFL-based)
PSF	Professional Service Fee (honorarium)
US/Ed	United States Department of Education
UW	University of Washington
WA	Washington State

MIDDLE EAST CENTER UNIVERSITY OF WASHINGTON

With this application the Middle East Center, a unit of The Henry M. Jackson School of International Studies, University of Washington, enters the FY 2018–21 US Department of Education competition for a Comprehensive National Resource Center (NRC)–Middle East and Foreign Language and Area Studies (FLAS) Fellowship Program.

1. PROGRAM PLANNING AND BUDGET

❖ **1.1. *Relevance and Quality of Proposed Activities.*** The mission of the Middle East Center (MEC) at the University of Washington (UW), as a unit of a public institution, is to educate across the spectrum of American society to improve and increase the level of American citizens’ understanding of the Middle East (ME), beginning with K-12 and moving up to community college, university levels, and outward to business, government, and the general public. This mission is in alignment with the NRC/FLAS competition, and it forms the foundation for the activities proposed here. These activities comply with the Purpose of the Program [NRC/FLAS] as described by the program’s authorizing legislation (Table 1-A). For this proposal, the region addressed is the ME, and the relevant foreign languages are Arabic, Hebrew, Persian, and Turkish. In addition to meeting the authorizing Purpose of the Program, embedded in all proposed activities is US/Ed Absolute Priority 1 of offering diverse perspectives and encouraging service in areas of need. Further, many of the proposed activities directly address Absolute Priority 2 of teacher training, as well as the Competitive Preference Priorities (Table 1-A). The foundation of the proposed activities is the existing talent, expertise, and resources of MEC’s faculty, staff, and students as will be described in this proposal. MEC educates students in both high numbers and to a high standard who go on to serve in all sectors of society as will be evident throughout this proposal. Further, MEC has a history of producing outstanding outreach programming, most recently being recognized in 2016 at a White House Roundtable on reducing incidents of bullying in the American classroom for its work

TABLE 1-A
Summary of Proposed Activities Aligned to Purpose of the Program and Competition Priorities

Description by Educational Sector	Purpose of Program*	Competition Priority
K-12		
Bridging Cultures Workshops on the ME	b, c	2
Arabic language instruction in the Seattle Public Schools	a	
WA State Council for Social Studies training on the ME/Islam	b, c	
COMMUNITY COLLEGE		
Elementary Turkish Language instruction (w/Bellevue Community College)	a	1
Faculty mentoring and instructional support (w/Bellevue)	b, c, d	1
Community College Master Teachers Institute (w/other NRCs)	b, c, d	1
Arabic Pedagogy Training Workshops (MEC & CMELRC)	a, c	1
Creative Retirement Institute (w/Edmond Community College)	d	1
UNIVERSITY		
Bridging Cultures Workshops at regional Colleges of Education	b, c, d	2
Courses at the UW		
Advanced Media Arabic (w/NELC)	a	
Seminar on Teaching about the Middle East (w/College of Education)	b, c, d	2
Business in the Middle East (w/Business)	b, c, d	
International Humanitarian Law and the ME (w/Law)	b, c, d	
Cybersecurity in the Middle East (w/other NRCs)	b, c, d	
Building Multi-Sector Entrepreneurship in Oman	b, c, d	
Curriculum development grants: Persian and Turkish	a, c	1
Professional development for target language instructors	a, c	1
Library acquisition of target-languages materials	a, b, c	
GENERAL PUBLIC		
Research and multi-year roundtable workshops:		
“Afterlives of Uprising: Beyond the Revolution”	b, c, d	
“Voices in the Middle East” lecture series	b, d	
Bridging Cultures Workshops for govt. agencies, hospitals, etc.	b, c	
Collaborations with community organizations	b, d	
External Assessment (in addition to internal evaluation)		
Evaluations of major activities including: Arabic language in public school program, Bridging Cultures project, Turkish and Persian curriculum, and MEC		

*Authorizing legislation: Purpose of the Program for NRC/FLAS:

- (a) Teach modern foreign languages
- (b) Provide instruction in fields needed to provide full understanding of regions or countries in which the foreign language is commonly used
- (c) Conduct research and training in international studies and foreign language aspects of professional and other fields of study
- (d) Provide instruction and research on issues in world affairs that concern one or more countries

to educate administrators, teachers, and students about the Middle East and decrease stereotyping and misunderstanding.

❖ 1.2. *Development Plan Demonstrating How Activities Will Strengthen Program.* The ac-

tivities proposed are built around MEC's Overarching Goals for this proposal (Table 3-D) and are aimed at strengthening instruction and training at all levels, increasing national capacity, and diversifying the range of participants in the field of ME studies. This proposal specifically aims to increase opportunities that provide students with national-need skills and to promote a wider range of participation from professional school, community college, and minority students. Offering courses and training opportunities that empower students, educators, and the general public to engage with the ME is the ultimate goal of the Center. Beginning at the K-12 level, MEC establishes its commitment to developing the talent of minority youth through Arabic language and culture training provided via its partnership with the Seattle non-profit OneWorld Now! (§9.1). This collaboration, which trains approximately 60 high school students annually, is a primary conduit for bringing the talents of minority/disadvantaged students to the UW and accounts for our remarkable success in increasing the number of minority students in the field of ME studies (Table 3-C). MEC will strengthen this effort with Arabic teaching support, curriculum development, and program assessment. The collaboration utilizes the expertise and resources of MEC's faculty and advanced Arabic students in development of curriculum and assessment, as well as in classroom instruction in a fully accredited school-year program and an intensive summer camp. MEC's other major K-12 initiative is its highly successful Bridging Cultures workshops, which provide professionally certified training for public school teachers and administrators to improve cross-cultural understanding of the ME (§9.1). The workshops aim to educate teaching professionals in the public school systems about the ME and to work with them to develop strategies to help new immigrant students (and their parents) navigate the American public school system. MEC will further build out the Bridging Cultures initiative to train student-teachers before they even enter their first classroom as a teacher by offering sessions each semester to incoming pre-service teacher cohorts in the Colleges of Education at Seattle University, Seattle Pacific University and Seattle Central Community College. The Bridging Cultures workshops have been so successful that MEC will extend this type

of training—with continuing education credit—to employees of regional governmental agencies, the judicial system, hospitals, and first responders who urgently need to better understand the wide array of ME cultural practices, especially as they interact with clients in crisis.

Moving up to the community college level, MEC is continually looking for ways to improve education on the ME and for productive avenues to make that happen. With this competition, MEC will use technology to extend language instruction by live-streaming its 1st-year Turkish language class to Bellevue Community College where students will enroll for credit at their home institution. This initiative is designed to make it easy for community college students to learn a national security need LCTL, to promote Turkish language to a new, underserved constituency, and to cultivate a pipeline of students entering the UW with elementary-level mastery of Turkish, which will also increase the number of qualified applicants for FLAS fellowships in Turkish. The initiative will serve as a pilot project for future ME language offerings at the community college level, which if successful, will be a highly cost effective way to increase access to ME language acquisition. To improve community college Arabic teaching, MEC will provide pedagogy training workshops and support for community college instructors to attend the Consortium of Middle East Language NRCs (CMELNRC) conference (§9.2). To strengthen ME area studies at the community college level, MEC proposes to extend its reach to 2-year institutions engaged in internationalizing their curriculum by providing sustained mentoring and instructional support. By pairing MEC-area experts as mentors with community college instructors to work through fundamental readings and course design, ME area instruction can be greatly improved. Mentoring will take place during the summer with the goal of having new courses ready for the coming academic year. MEC will initially seed the instruction of courses developed, which will allow community college partners the ability to launch new offerings (§9.2). Additionally, MEC will participate each summer in the 2-day Community College Master Teacher Institute (CCMTI) organized by the Jackson School of International Studies (JSIS), which brings community college faculty from a 3-state area together

to learn about global issues related to the ME and to develop new curricula. Finally, MEC will participate annually providing presentations on the ME at Edmonds Community College's Creative Retirement Institute, which provides educational opportunities for older learners (60+).

At the UW, MEC will initiate courses that marshal faculty expertise to strengthen the program and offer new and innovative learning opportunities for students in critical-need areas. Specifically, MEC aims to strengthen ME course offerings that (1) provide career-ready skills in vital national security-need sectors, (2) engage professional school students, and (3) extend language learning across the curriculum at higher levels. To fulfill these goals, MEC is proposing to offer several courses at the UW. To prepare pre-service educators for their professional careers, MEC will offer, in collaboration with the College of Education, a seminar in teaching about the ME, which builds on the Center's Bridging Cultures project. In concert with other JSIS NRCs, MEC is developing a cybersecurity certificate with a ME specialization through support for a basic course on cybersecurity (§6.2, 8.3). Students who complete a general course on the fundamentals of global cybersecurity and localization will go on to a practicum in ME cybersecurity requiring advanced target language skills. The practicum will address research questions posed by the UW's Chief Information Security Office, as well as from off-campus, private-sector businesses. With the countries of the Persian Gulf forming WA State's 4th largest foreign trading partner, MEC will collaborate with the UW Global Business Center (GBC) to develop programming that is critical to extending the state's business opportunities in the region through courses and study-tours to engage Business School students. MEC will offer a course annually cross-listed with the Business School on economic and business trends in the Persian Gulf. In alternating years, the course will be followed by a for-credit study-tour to Oman, UAE, and Qatar. MEC further proposes a course in developing multi-sector entrepreneurship in Oman, which will be a virtual exchange with student cohorts from the UW and Oman focused on women's empowerment and developing innovative applications across cultures. This course will provide another arena for advanced Arabic language

learners to deploy their skills in authentic settings. Finally, MEC proposes a course on international humanitarian law and the ME, offered jointly with the Law School, to address the complex legal issues surrounding the ongoing conflict and humanitarian crisis in the ME. Both current student interest and the career tracks followed by MEC alumni demonstrate a strong need for this offering, which will prepare students to work across a variety of fields from NGOs to the military.

In language instruction, MEC will support an advanced media Arabic course geared to the needs of students in the social sciences and communications. This course will serve as an entry-way to expanding language across the curriculum in many of the area courses mentioned above. To supplement and strengthen language course offerings, MEC will offer curriculum development grants in Turkish to redesign the elementary level course to accommodate the live-streamed learning environment (referenced above) and to develop online curricula for Persian language instruction. With the CMELNRC, MEC will sponsor a language pedagogy workshop for consortial partners' language faculty and community college language instructors. Support for course instruction has been carefully considered to extend learning opportunities to more students, build a pipeline of language learners from K-12 through community college into the UW, provide new arenas for language learning at higher levels, and to enhance language instruction methodology.

At the UW, grant-supported courses increase the application of advanced language skills in new directions across the curriculum while at the same time offering students valuable career skills applicable to the business, legal, and national security sectors. Intersecting with many of the courses proposed above, focusing on MEC faculty interests, and building on MEC's successes in public programming, a multi-year project titled "Afterlives of Uprising: Beyond the Revolution," will feature roundtable workshops examining the effects of the revolutions in the Middle East and North Africa (see §9.2). Furthering MEC's commitment to promote offerings that bridge the academic world and a general public audience, MEC will offer a series of public lectures titled "Voices in Middle East Studies" that highlights new scholarship on the ME from a diverse

range of perspectives. At the center of much of the work proposed above is the UW Libraries' ME research collection. MEC therefore will provide support for the collection, which is the only research-university level ME collection in the 5 state region and which sustains all other smaller ME collections in the Pacific Northwest through its lending. Finally, MEC will direct funds to assessment by external evaluators of major projects described above, as well as partial support for a data manager-analyst to work with MEC in securing campus-wide data on student progress, as well as post-graduation career trajectories.

❖ **1.3. Effectiveness of Use of Resources and Personnel.** Proposed activities maximize the talent, expertise, and interests of faculty, students, and partners. The activities proposed leverage resources and personnel to increase language-learning opportunities at a wide variety of levels for students at Seattle Public Schools, area community colleges, and the UW, and increase training workshops for K-14 educators and faculty who are preparing students to enter existing programs at the UW and other institutions of higher education. Faculty and advanced students serve as instructors in public and outreach settings, maximizing cost effectiveness, and providing quality educational opportunities to the widest range of American citizens possible.

❖ **1.4. Reasonableness of Cost.** Given the complexity of the projects described here, this proposal is extremely cost effective. As a state institution, accountable to the citizens of the state, the UW's mission is to provide quality education at a reasonable price, and that perspective informs this proposal at all levels. The number of activities and initiatives proposed make an obvious case for the reasonableness of their cost. Every effort has been made to share costs and leverage funds with other units on and off campus, NRCs, CMELNRC, local non-profits, and other colleges, while deploying faculty expertise across interlocking activities. This proposal requests a very modest level of travel funding given the geographical distance of the UW from other ME research centers and from the ME itself. Institutional commitment to MEC (§4.1) allows this proposal to keep administrative salaries very low. If funded at the level requested, MEC will be able

to maximize the talent and resources of the Center to leverage substantial institutional commitment to further strengthen a comprehensive and innovative ME program (Table 4-C).

❖ **1.5. Long-Term Impact of Activities on Undergraduate, Graduate and Professional Programs.** The activities proposed link across undergraduate, graduate, and professional programs in both language and area instruction. They are framed to develop and strengthen language instruction beginning at the K-12 level and continuing through the community college level, which will improve, strengthen, and diversify the pipeline of candidates that enter the UW and that go on to a wide variety of careers (Table 3-F). The proposed activities at the university strengthen the teaching and research of core ME faculty along lines of faculty interest that parallel federal mandates and will increase participation in key professional areas such as Business and Education in line with priorities and 602(e) statutory requirements. Furthermore, new course offerings are oriented toward coupling area/language expertise with emerging areas of critical need that will provide students with essential skills for future careers. In many ways, this proposal looks to transform how students of language/area studies acquire, expand, and ultimately deploy their ME expertise as they enter the US labor force.

2. QUALITY OF STAFF RESOURCES

❖ **2.1. Qualifications of Teaching Faculty and Professional Staff.** The quality and talent of MEC faculty and staff are clearly apparent in their teaching, research, publications, and service as well as by the recognition they have received (App. A). Five MEC faculty have been awarded the UW Distinguished Teaching Award. The Head of the Libraries' ME section received the UW Distinguished Librarian Award, and the MEC Associate Director was awarded the UW Distinguished Staff Award. A program of the caliber of ME studies at the UW draws upon a deep pool of academic and administrative talent. All permanent faculty members have Ph.D.'s and are teaching courses on subjects in which they are specialists. Administrative personnel are eminently qualified—an example being the FLAS Coordinator who is fluent in Arabic, has run overseas Arabic

language programs, and consults on K-12 Arabic curriculum design. The stature of the MEC personnel in the field of ME studies is evidenced by the high profile the faculty maintains nationally and internationally, as well as grants and awards received (see App. A).

❖ **2.2. Availability of Professional Development Opportunities for Faculty and Staff.** Faculty and staff have a wide range of career development opportunities. Junior faculty are eligible for two development grants early in their careers consisting of one-term teaching release and summer salary for research. Senior faculty are eligible for regularly scheduled sabbaticals, release time, and course buy-outs for research. All faculty are eligible for competitive university-wide funds such as UW's Royalty Research Fund and Matching Funding to compete for multidisciplinary projects, UW-Mellon Awards for International Studies, and Simpson Ctr. for Comparative Humanities fellowships. Many MEC faculty have repeatedly received such support. Specifically for developing teaching skills, UW offers extensive free training to faculty through the Center for Teaching & Learning (CTL). CTL training includes individual mentoring, sessions on course development, integrating technology, visual resources, writing curricula, and assessment. Professional staff are eligible to receive training through UW's Professional & Organizational Program on subjects such as grant writing and grant/contract fiscal management. JSIS underwrites all UW-hosted staff training and occasionally off-campus training when options are not available on campus. To support training pertaining to this grant, JSIS commits to sending MEC's Director, Associate Director, FLAS Coordinator, and the Fiscal Manager to meet with US/Ed IFLE in DC when necessary.

❖ **2.3. Time Committed to Teaching, Supervising, and Advising Students.** All students enrolled in ME programs have extensive exposure to faculty through classroom instruction, supervision of research, and advising on academic and career options. The UW calendar is on a quarter system, with undergraduate classes generally meeting 5 hours per week and upper division classes meeting 3-5 hours weekly. All UW faculty are required to maintain regular, posted office hours while teaching. The chair of the Middle East Studies (MES) program meets quarterly with every MA

student. Students interact frequently with core faculty in their areas of expertise to supplement their research. JSIS, as well as all the disciplinary departments, maintains student advising offices for undergraduates and graduate students, offering extensive resources to develop writing skills and providing academic advising and career counseling. JSIS is especially strong in its student advising pertaining to study and careers in international fields. Students from other disciplinary departments interested in the ME often make use of JSIS services (§8.5).

❖ **2.4. Variety of Constituents Involved in Center Oversight.** Center oversight and accountability extend across multiple sectors both on and off campus. As a unit in JSIS, oversight of MEC is rigorous at the intellectual, fiscal, and managerial levels (Fig. 2-A). The Center faculty Director is appointed by the Director of JSIS and approved by a vote of the faculty of JSIS. All activities, whether



FIGURE 2-A: *Middle East Center Administrative and Advisory Structure*

academic, fiscal or managerial, are subject to the oversight of JSIS. The members of MEC meet quarterly to review center activities, discuss issues, organize committees such as admissions/scholarships, and vote on extending membership to off-campus colleagues. Minutes are taken at all meetings and posted electronically to the membership. Fiscally, all Center budgets are handled by the Associate Director who reports to the Center Director. All MEC fiscal matters are monitored by the JSIS Fiscal Manager, who reports to the JSIS Director and the College of Arts & Sciences fiscal team. Well-established procedures are in place for all fiscal activity. JSIS is regularly subjected to internal and state audits and has a sterling record. All expenditures are signed off by at least 4 individuals, and no one can authorize his/her own travel or other expenses. At the managerial level, MEC's Associate Director manages the Center's Program Coordinator and project employ-

ees, works closely with the FLAS Coordinator, JSIS data manager-analyst, and oversees outreach activities. The MEC Associate Director is the most senior of the Associate Directors at JSIS and has been deeply involved in designing many of the rules and procedures that inform the process of managing a complex organization such as JSIS. The Associate Director reports to the faculty Center Director, who oversees the academic side of MEC dealing with students and faculty matters and who reports to the JSIS Director. Off-campus stakeholders also contribute to the oversight/accountability of MEC via an Advisory Board composed of K-12 educators, government, private sector, and non-profit professionals interested in the activities of the Center. MEC personnel regularly meet with off-campus stakeholders involved in major Center projects for input and feedback. MEC is scrupulous in its conduct across all sectors of its activity and has on occasion even made use of the legal services provided by the campus branch of the WA State Attorney General's Office to ensure the highest level of compliance and conduct in the operation of the Center.

❖ **2.5. *Adequacy of Staffing for Center's Administration and Outreach.*** MEC has full use of the resources of JSIS in the area of professional fiscal management, student advising, and IT expertise. The faculty of MEC also play a key role in advising (§8.5). MEC itself has a Program Coordinator responsible for reception, preparing quarterly course lists, gathering statistics for reports, publicity, and special projects. MEC's Associate Director manages the day-to-day operations of MEC, as well as domestic and overseas outreach projects with assistance from a talented pool of faculty and students. Further, MEC has available to it the talents of a data manager-analyst to design surveys and gather data, which track Center impact and inform the decision-making process.

❖ **2.6. *Extent of Nondiscriminatory Employment Practices.*** The UW is an Affirmative Action Equal Opportunity Employer strongly committed to diversifying and offering opportunities to minority, disadvantaged, and underrepresented groups. The UW is dedicated to ensuring that it recruits, promotes, and maintains diversity in its hiring. UW Executive Order # 31, which applies to all members of the UW community, lays out in detail the university's commitment to prohibit dis-

crimination in employment based on race, color, creed, religion, national origin, citizenship, sex, age, marital status, sexual orientation, gender identity or expression, disability, or military status. The College of Arts & Sciences, of which MEC is a part, has implemented an aggressive strategy to promote the hiring and retention of a diverse faculty, which includes: (1) providing lists of recent female and minority Ph.D.'s in relevant fields to selection committees (2) making funds available to bring minority and female candidates to the UW for interviews (3) providing permanent or bridge positions when special employment opportunities occur to diversify the faculty, and (4) reallocating funds to form a pool of positions aimed at diversifying the curriculum and to serve as role models for minority students. Academic student employees are unionized under UAW Local 4121 and employed under a labor contract prohibiting all forms of discrimination in student hiring and employment. JSIS has its own Diversity & Equity Committee composed of faculty, staff, and students to champion and strengthen an inclusive workplace environment. MEC itself is a leader in the effort to ensure minority participation in the future of ME studies (§3.2, 9.1).

3. IMPACT AND EVALUATION

❖ **3.1. Impact of Center's Activities.** Located at the only major public research institution in a 5-state area (AK, WA, OR, ID, MT), MEC's impact is far reaching both on and off campus (Tables 3-A, 3-B, 9-A). With a MEC-affiliated faculty numbering 67, of whom 17 are target language faculty with tenured or tenure-track appointments in all four languages, MEC offers both depth and breadth of ME coverage at the UW, as well as through its many outreach projects and contacts. Via the Orbis-Cascade Library Alliance (OCA) and at the direction of MEC faculty and staff, the ME section of the UW Libraries sustains all other smaller ME programs in the Pacific Northwest through its acquisition and lending of ME materials (§5.3). Annually, MEC offers approximately 210 ME-content courses at the UW to an average of 3,220 students (see App. B). Graduating an average of 250 students annually in approximately 44 different departments with at least a major's worth of ME area/language expertise, the volume of students being educated makes the

program one of the largest in the nation and a significant contributor to building national capacity in ME expertise at a time when specialists are so critically needed. The institutionally supported MEC Impact Data Project (MECIDP) now provides comprehensive statistics on MEC's reach across the entire UW campus (Table 3-A). Career placement data in Table 3-B offers a snapshot of the impact the program is having, particularly in the government sector. MEC's partnership with the Seattle non-profit OneWorld-Now! to teach minority/disadvantaged high school students Arabic and glob-

TABLE 3-A
Range of Degree-Granting Programs Whose Students Are Impacted by ME Coursework, 2014-17

Programs Whose Students Took a Minor or More of ME Area and/or Language		Programs Whose Students Took at Least One Year of ME Area and/or Language	
Division	# of Programs	Division	# of Programs
• Social Sciences	19	• Professional	35
• Professional	14	• Social Sciences	28
• Humanities	13	• STEM	27
• STEM	8	• Humanities	24
Total # of programs	54	Total # of programs	114
Total # of students	566	Total # of students	2,095

SOURCE: MECIDP, 2017

al leadership skills has impacted the lives of hundreds of underrepresented students by giving them the support and skills to continue their studies at the college/university level (§9.1). The sustained commitment to OneWorld Now! over the past decade can be tracked in the ever-increasing numbers of underrepresented (African-American, Hispanic, American Indian, Pacific Islander) students who enroll in ME courses at the UW (Table 3-C).

TABLE 3-B: *Placement of JSIS MES Masters Graduates, 2014-17*

Government	29%
Ph.D. programs	22%
Private Sector	21%
Education/teaching	14%
NGOs	6%

SOURCE: MES exit surveys

TABLE 3-C
Percent of Underrepresented Student Enrollment in ME Courses, 2009-16

2009	5.11%	2013	7.60%
2010	6.14%	2014	9.83%
2011	6.43%	2015	9.91%
2012	6.20%	2016	10.54%

SOURCE: MECIPD, 2017

❖ 3.2. *Provisions for Equal Access.* The UW prohib-

its discrimination on the basis of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability or veteran status. It is in compliance with all local, state, and federal laws governing these categories, and in fact, far exceeds federal regulations. The UW is at the forefront of meeting the challenges of disabled Americans and has established a minor and major in Disability Studies to provide opportunities for students to develop a strong interdisciplin-

ary foundation in the social, legal, and political framing of disability. The institution is continually striving to meet the needs of the disabled at all levels. All campus buildings are wheelchair accessible, and the Libraries maintains study and research areas specially equipped to assist the disabled. In this supportive environment, MEC and JSIS also work to promote full participation by all in educational opportunities. Every year JSIS and MEC sponsor a workshop titled “Disability Inclusive Study Abroad” to encourage and design strategies that make study abroad a reality for all students. Publicity for all MEC events includes information on how to reach the UW’s ADA Coordinator by voice, TTY telephone, fax, and e-mail to request disability accommodations. Sign language interpreters are provided when requested and have been used at MEC events. The MEC website complies at the highest level (AA) with Web Content Accessibility Guidelines 2.0 developed by the World Wide Web Consortium and is continually working to improve functionality for disabled users. Further, MEC is a leader in advocating for, promoting, and making real educational opportunities for underrepresented groups through a variety of initiatives. JSIS-MEC is a member of the Association of Professional Schools of International Studies’ diversity program, which encourages underrepresented groups to consider careers in international fields. Frustrated by the low numbers of minority students entering the university, MEC is a founding member and key institutional sponsor of OneWorld Now! to educate minority and disadvantaged high school youth. Over the past ten years, 88% of the students in MEC’s partnership with OneWorld Now! have gone on to college. The impact of MEC’s efforts is substantial and quantifiable in the increasing number of underrepresented students entering the field of ME studies at the UW (Table 3-C). MEC not only understands and appreciates the intent of the Improving America’s Schools Act of 1994 GEPA §427 (P.L. 103-382) but is a key participant in implementing programs that provide the diverse pool of talent that this act addresses and aims to encourage. Not only does MEC commit to making educational access a reality for young students, it also strives to keep the educational pathways open to older learners age 60+ by participating in the UW’s Access Program, which allows

seniors to attend UW classes for the nominal fee of \$25, and with its participation in the Creative Retirement Institute sponsored by Edmonds Community College. Finally, MEC personnel recently received Title IX training to refresh and update their knowledge on the regulations, resources and responsibilities of UW employees to protect and advocate for all students to ensure the campus is a safe, equitable, and optimal learning environment for everyone.

❖ **3.3. *Comprehensiveness and Effectiveness of Evaluation Plan.*** The mission of the UW-Middle East Center is to educate Americans about the ME. That simple statement is the foundation of the evaluation plan presented here and to which all Center activities must speak. With that mission at the forefront, MEC has three overarching goals for the proposed project, which are expressed in Table 3-D. The activities proposed in this

grant are selected to produce results/outcomes that will meet these overarching goals and that fully address the enacting legislation of the NRC/FLAS program and the competition’s priorities. To evaluate the efficacy and impact of the project, an assessment framework is proposed

TABLE 3-D <i>Overarching Project Goals</i>
1. <i>To build national capacity in Middle East languages and area studies</i>
2. <i>To diversify the pool of Middle East area and language specialists across disciplines and demographics</i>
3. <i>To prepare US citizens to engage meaningfully with the Middle East</i>

here that through planning, data collection, monitoring, analysis, reporting, and revision, captures the proposed activities. It is guided by objective, professional assessment personnel in concert with Center leadership and is goal driven (Table 3-E). MEC is the beneficiary of the expertise of the UW’s Office of Educational Assessment, an organization with over 35 years of experience designing and implementing evaluative efforts for institutions of higher education. Additionally, the Center utilizes the skills of the professional staff at the UW’s Center for Statistical Consulting, which for 20 years, has consulted on large data projects both on and off campus, such as the MECIDP referenced throughout this proposal. MEC’s Associate Director led the team that created the JSIS NRC/FLAS Impact Project Initiative, of which the MECIDP is a part. The project draws on comprehensive student data stored in the UW’s Enterprise Data Warehouse (EDW) and data

TABLE 3-E
Overview of Proposed Project Evaluation Plan

ED SECTOR	ACTIVITY ADDRESSED	GOAL(S) SERVED <i>Table 3-D</i>	SAMPLE FORMATIVE METHODS	OUTCOMES <i>What will change</i>	TIMELINE SUMMATIVE ASSESSMENTS
<i>University of Washington</i>	Language Instruction	1,2,3	<ul style="list-style-type: none"> • Student course evaluations • Peer-reviews of course instructors • EDW enrollment data & student tracking • Student survey/reflection • Formal OPIs • Student blogs/portfolios 	<ul style="list-style-type: none"> • Enhanced language proficiency across disciplines • Increased minority enrollment • Increased professional enrollment • Increased language-learning opportunities at higher levels • Increased use of language across the curriculum • Increased use of language in career/work 	Year 3, 4
	Area/Professional Instruction	1,2,3	<ul style="list-style-type: none"> • Student course evaluations • Peer-reviews of course instructors • EDW enrollment data & student tracking • Student survey/reflection 	<ul style="list-style-type: none"> • Increased regional content in professional fields • Enhanced student interest in critical topic/area • Increased minority enrollment • Increased career-ready skills 	Year 4
	FLAS	1,2,3	<ul style="list-style-type: none"> • US/Ed pre-/post evaluations • EDW enrollment data & student tracking • Student surveys/reflections 	<ul style="list-style-type: none"> • Increased language proficiency • Enhanced regional competency • Increased minority participation • Increased professional student participation 	Years 2, 4
	Libraries	1,3	<ul style="list-style-type: none"> • Institutional library usage assessment • Interview: ME section head librarian • ME section user survey 	<ul style="list-style-type: none"> • Increased ME resources • Increased use of resources • Increased diversity of use of resources 	Years 3, 4
	Academic Roundtables and Workshops	3	<ul style="list-style-type: none"> • Participant evaluations • Follow-up sessions & debriefs • Interim reports 	<ul style="list-style-type: none"> • Increased knowledge & understanding of ME • White paper disseminated online • Edited volume published 	Year 4
	Foreign Institutional Partnerships	1,2,3	<ul style="list-style-type: none"> • Key faculty interviews • Student-participant surveys 	<ul style="list-style-type: none"> • Increased understanding of ME in professional fields • Strengthened linkages with foreign institutions • Increased faculty exchanges • Increased study-abroad options 	Years 3, 4
	ME Alumni	1,2,3	<ul style="list-style-type: none"> • Comprehensive alumni survey 	<ul style="list-style-type: none"> • Increased # using area/lang training in job or volunteer work • Increased diversity in post-grad workplace using skills learned • Increased number of Americans able to engage constructively with the ME at all levels 	Year 3

ED SECTOR	ACTIVITY ADDRESSED	GOAL(S) SERVED <i>Table 3-D</i>	SAMPLE FORMATIVE ASSESSMENT	OUTCOMES <i>What will change</i>	TIMELINE SUMMATIVE ASSESSMENTS
<i>Community College</i>	Language & Area Courses	1,2,3	<ul style="list-style-type: none"> • UW faculty-mentor reports and reviews • Student course evaluations • In-class review of course instructor 	<ul style="list-style-type: none"> • Increased knowledge/interest in ME/topics • Increased interest in international perspectives • Increased diversity in field • Increased access to LCTLs 	Year 2, 3, 4
	Instructor Training Workshops	1,2,3	<ul style="list-style-type: none"> • Participant evaluations • Facilitator report • Follow-up sessions & debriefs 	<ul style="list-style-type: none"> • Increased professionalization of instruction • Improved classroom practices & curriculum • Increased content application 	Year 3
<i>K-12</i>	Teacher Professional Development	1,2,3	<ul style="list-style-type: none"> • Participant evaluations • Facilitator report • Follow-up sessions & debriefs 	<ul style="list-style-type: none"> • Increased knowledge/interest in ME subjects • Improved classroom practices & curriculum • Increased content application 	Year 2, 3
	Arabic Language Instruction	1,2,3	<ul style="list-style-type: none"> • Institutionally funded OPI, STAMP testing • Curriculum review • Comprehensive program evaluation by outside evaluator 	<ul style="list-style-type: none"> • Increased number of students at Novice High level • Increased # of minority students participating in ME field 	Years 2, 4
<i>Public</i>	General Public, Government, Media	3	<ul style="list-style-type: none"> • Post-event online surveys • Focus groups • Twitter, Facebook feedback • Presenter debriefs and comments 	<ul style="list-style-type: none"> • Increased knowledge/understanding of ME topics • Increased use of MEC resources • Increased number of Americans able to engage constructively with ME abstractly or in concrete ways 	Year 3

from the UW Registrar's Office to bring into much sharper focus the student population across campus engaged in ME coursework and their careers after graduation. To evaluate specific areas, such as language instruction, both at the K-12 and UW level, MEC continues to engage nationally recognized experts for onsite review and assessment. NRCs are charged with such a wide variety of areas in which performance must be measured that it is possible to present only a very brief summary in Table 3-E of the proposed evaluation plan's construction. Although Table 3-E focuses on summative evaluation, MEC recognizes that summative assessment is a snapshot taken at a specific and logical evaluation pause point. That snapshot contains in it the benefits gained by formative assessments taken along the way. These formative assessments make mid-course corrections

possible when required. MEC's assessment plan is further strengthened by using, and overlapping with, larger ongoing institutional assessments such as program 5- and 10-year reviews, JSIS exit surveys, Libraries' Triennial assessment and In-Library Use survey, and the university-wide UW Profiles project, which provides baselines and comparative statistics in student demographics, enrollment, and graduation rates.

❖ **3.4. Use of Recent Evaluations to Improve Programs.** Evaluation and assessment are dynamic processes that are in play at MEC every day. Recently, MEC conducted an assessment of the Arabic language program, inviting an eminent authority of Arabic pedagogy to conduct a 3-day, on-site evaluation of all levels of Arabic instruction, observing classes, and interviewing instructors/TAs, students, and administrators. A detailed report was issued and fully considered by the Arabic faculty, the Dept. of Near Eastern Langs. & Civ (NELC), MEC, and the higher administration. The review provided an exceptionally valuable outside perspective resulting in a number of modifications including: expediting the return of homework assignments, working to increase Arabic across the curriculum, and expanding the integration of dialect into Arabic courses, as well as offering recommendations for instructor staffing. At the K-12 level and in partnership with the UW College of Education, MEC redesigned the delivery of K-12 workshops so that objectives are now more clearly stated at the beginning, presenters are held more tightly to those objectives, and participants' knowledge is pre/post evaluated. This approach has made transformational learning easier to measure and produces more tangible learning outcomes. A concrete example of how evaluation has improved programming is evident in MEC's premier outreach activity, the Bridging Cultures, workshops that train K-12 teachers/administrators about the ME to help students from Muslim-majority countries navigate the US public school system (§9.1). Every training session concludes with a written participant evaluation inviting suggestions. Attendees made it clear they wanted more information about strategies on how to sensitively address specific cultural issues that arise in classrooms. To respond to this area, MEC published a free online compendium of class-

room strategies for K-12 teachers/administrators. The “Strategies Guide” was itself improved via review and evaluation by ME area experts, classroom teachers, and practitioners. For students and alumni, at the most comprehensive level, the institutionally supported MECIDP (§3.1, 3.3) now provides MEC with a wealth of information about the demographics, educational background, and post-graduation career environment for data analysis. Evaluation of this extensive data is transforming how MEC looks at its faculty resources and how it can address emerging trends in education to prepare students for their careers. With this information, MEC is strengthening and increasing training within the framework of coursework that will improve students’ career prospects by providing them with career ready skills, especially in areas of national need. A major objective of this proposal addresses this initiative. By coupling language/area expertise with emerging areas of student interest and national need in cybersecurity, business, social entrepreneurship, and international law, MEC is training the next generation of leaders across a wide range of fields.

❖ **3.5. *Activities/Training Contribution to Improved Supply of Specialists.*** Refer to §3.1.

❖ **3.6. *Contribution to National Need and Dissemination of Information.*** MEC’s faculty and students focus on a critically important region of the world that continues to have enormous impact on the national security of the US. Through its training and teaching programs on and off campus, MEC is a vital link in the educational chain that contributes to what still remains only a tiny pool of experts or even generally proficient citizens who can interact meaningfully with any segment or aspect of the Middle East. As part of a public institution, MEC’s mission is to produce information that is available to all. MEC faculty, staff, and alumni disseminate a very wide range of information/scholarship on ME area studies and languages (Table 9-A). This mission is reflected throughout much of what follows in this proposal. A few examples of public access to resources and dissemination of information are: a University Libraries system open to the public, open sourcing of all Language Learning Center (LLC) developed materials, access to online curricula, outreach publications posted online, free and open access to all MEC-sponsored presentations, lectures, and

seminars, and all MEC-facilitated professional development workshops offered free of charge.

❖ **3.7. Post-Graduation Placement Record.** Alumni of MEC-affiliated programs are represented across a diverse range of employment sectors, including business, federal, military, private for-profit, private non-profit, and NGOs. Examples of where MEC alumni now have careers are: US State, Defense, Energy, Homeland Security, Justice; all branches of the US Military; Microsoft, SpaceX, Amazon, Gates Foundation, Doctors Without Borders, Heritage Foundation, *Washington Post*, World Bank, and Water 1st, to name just a few. Over the past 10 years, 80% of NMES graduates have secured positions in higher education.

In the past 5 years, 68% of MES graduates have secured jobs requiring some level of ME expertise in government, non-profit, or the private sector, or have continued their studies at a higher level.

Table 3-F provides more details on employment and use of skills learned for alumni who took ME coursework.

TABLE 3-F
Alumni Who Took at Least a Major of ME Coursework and Their Current Careers, 2008-2016

31%	Private sector (for profit)
21%	Education (pre-/post-secondary)
18%	Private sector (non-profit)
17%	Federal, state, local government
56%	Report using knowledge of the ME and/or ME language in their current jobs
SOURCE: MECIDP, 2017	

4. COMMITMENT TO THE SUBJECT AREA

❖ **4.1. Commitment to Program Operation.** The UW has established a program of depth and quality in ME studies through ongoing financial and intellectual commitment of resources to the field. The level of institutional commitment to ME studies at the UW cuts across a wide range of instructional departments and administrative units. To orient the reader to the three major instructional units and the significant disciplinary departments contributing to ME studies, refer to Fig. 4-A. In support of these instructional programs, the UW has committed substantial on-going resources to administrative and non-teaching personnel (Table 4-A). The institutional commitment to MEC speaks to the importance the university places on the Center. In recognition of the level of service required of the Center's faculty Director, the university offers a generous annual financial and release-time package (Table 4-B). While office space is at a premium on campus, MEC



maintains a large office in JSIS for its Associate Director/outreach coordinator and Program Coordinator and a separate office for the FLAS Coordinator. JSIS also underwrites MEC’s institutional

TABLE 4-A: <i>Annual Institutional Support for MEC at JSIS¹</i>		
PROGRAMS	FACULTY ADMINISTRATIVE & PROFESSIONAL STAFF SALARY COMMITMENTS ²	INSTITUTIONAL SUPPORT
JSIS-ME Studies	Center Director’s administrative compensation	See Table 4-B
	Center Associate Director/outreach coordinator	70% of salary
	Center Program Coordinator	100% of salary
	FLAS Coordinator	95% of salary
	Undergraduate & graduate advisers (4)	100% of salaries
	Career counselor	100% of salary
	Fiscal specialists (3)	100% of salaries
	IT & web specialists (2)	100% of salary
	Data manager-analyst	30% of salary
¹ Professional personnel are on a 12-month employment schedule.		
² Significant institutional support relevant to MEC is also directed to the faculty & staff in NMES and NELC.		

memberships in major professional organizations. The UW provides substantial IT support to the Center, regularly upgrading all hardware/software and offering in-house technical assistance for all Center personnel, integrated web development and design, and data management expertise. In addition to non-teaching personnel at the major ME degree-granting units, the UW sup-

TABLE 4-B: *Center Director’s Annual Compensation Package*

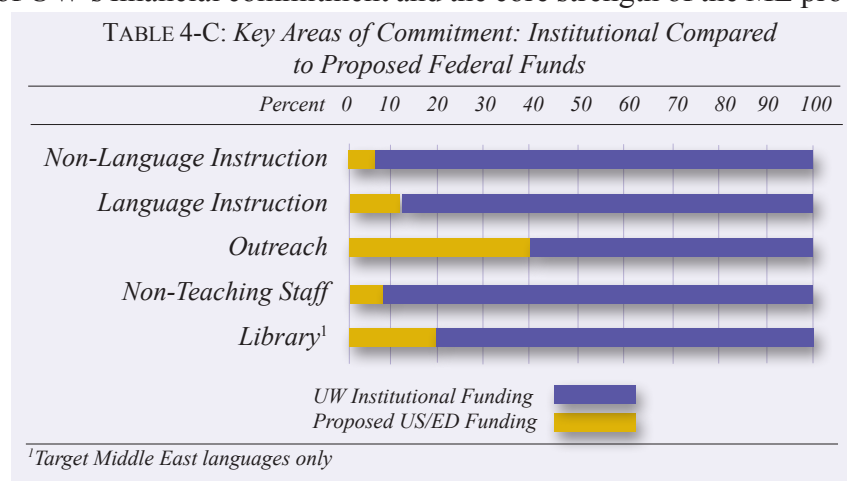
- \$10,000 research funds
- 1 additional month salary/benefits
- 1 course release time

ports several units that bear significantly on the quality of ME studies, such as the Office of Global Affairs, the Language Learning Center (LLC), which underwent a multi-million dollar renovation in 2017 (\$7.8), and the Middle East Section of the Libraries. Disciplinary departments’ non-teach-

ing personnel further strengthen advising and career counseling for ME studies. With a state that ranks first in the nation for reliance on international trade, where one in three state jobs depends on foreign trade, and with the UAE being the state's 4th largest trading partner, the highest levels of leadership at UW recognize the importance of MEC and are committed to cultivating and expanding international research and study opportunities for faculty and students. Support for MEC at the UW starts at the highest levels, with the Vice Provost for Global Affairs, who was a NRC/FLAS Director for over a decade. MEC has been a direct beneficiary of this institutional leadership and commitment as the Office of Global Affairs works to integrate and advocate for the work of the Center across disciplines within the University and to serve as a portal both domestically and internationally to promote ME studies. Total institutional budgetary support for ME studies and MEC during FY 2016-17 is very conservatively estimated at \$9.5 million, excluding federal support. This figure includes salaries for all core faculty, staff, administrative personnel, student support including salaries for TAs, funds for travel, visiting lecturers, institutional memberships in professional organizations, equipment and supplies. It should also be noted that when the US/Ed suddenly cut funding by over 50% to NRCs nationwide in the 2010-14 cycle, the UW underwrote the lost federal commitment for three years. This biennium, UW has received a 13.5% increase in state funding to higher education, which is significantly higher than many other state institutions.

To understand the strong level of UW's financial commitment and the core strength of the ME program in proportion to the federal funding proposed in this application, refer to Table 4-C.

❖ **4.2. Commitment to Teaching Staff.** At the UW, only 30% of the ME studies teaching appointments are



contingent/adjunct positions. This stands in stark contrast to the nationwide postsecondary instructional workforce, which is 70% contingent faculty (GAO 18-49, “Contingent Workforce... Non-Tenure-Track Faculty,” 10/19/17). Further, while many institutions have moved toward non-tenured lecturer positions for language instruction, the UW is one of the few institutions that maintains tenure-track positions in all of the major languages of the Middle East (Arabic, Hebrew, Persian, and Turkish). Three out of the four languages have tenured, associate professor/full-professor-level faculty who direct the language program of their expertise. In 2017, the College of Arts & Sciences allocated 1 of only 12 new positions to ME with the hiring of an associate professor in modern Israel studies; and in 2018 the UW hired a sociologist specializing in the Syrian refugee crisis into a new tenure-track position in the Dept. of Law, Societies & Justice. The UW is committed to maintaining tenured faculty positions at compensation rates well above the median (2016-17 AAUP Salary Survey). When lecturers are hired, they are integrated fully into departments, often receive multi-year contracts, are offered a full range of professional development, and in some departments (NELC, for example) are permitted to vote along with line faculty. The UW supplements language instruction through support for lecturer positions in Arabic, Hebrew, Persian, and Turkish, as well as providing TA support for language sections. Although faculty FTEs across the UW are at a premium, the University continues to direct its scarce resources to the field of ME studies.

❖ **4.3. *Commitment to Library.*** Refer to §5.

❖ **4.4. *Commitment to Linkages Abroad.*** The UW understands from the highest levels the necessity of developing linkages abroad. The institution has made a concerted effort to internationalize by facilitating foreign travel, study, and research of faculty and students. The UW is a leading institution for study abroad. It ranks 10th in the nation for students who participate in long-term study abroad and 16th for total number of students who study abroad (IIE, Open Doors Rpt., 11/13/17). The Office of Global Affairs’ Study Abroad Division works closely with ME studies

programs to further cultivate and strengthen faculty and student exchange programs linking students and faculty to institutions in the ME (§8.6, Table 8-D). The retired UW VP of Global Affairs (a ME specialist) is an active member of MEC, advises on development of new overseas linkages, and leads a study-tour to the Persian Gulf sponsored by MEC and the UW Business School.

❖ **4.5. *Commitment to Outreach Activities.*** The UW commits 100% of the salary of MEC's halftime outreach coordinator position. JSIS significantly augments outreach efforts, especially in areas where federal funding is restricted, such as catering and high-end printing and advertising. The Director of JSIS contributes \$20,000 to joint outreach projects of the combined NRCs within JSIS, as well as individual discretionary support for targeted MEC events. Over the course of a year, MEC collaborates with other campus units to sponsor guest lectures, workshops, and conferences on a wide range of topics open to the public that are sustained through non-federal funding. In the past few months alone these have included presentations from national and international scholars across a wide range of topics, a sample of which were: "Explaining Poverty in the ME," "Referendums: Catalans to Kurds," "Democracy, Violence, and the New ME," and "US Air Strikes in Syria." Finally, the UW recognizes the importance of community outreach service by making this a specific category of the faculty annual reports. For MEC, this translates into an active group of faculty who present lectures and workshops in collaboration with local non-profits, public libraries, private business, churches, as well as government entities in Washington, D.C.

❖ **4.6. *Commitment to Students.*** Institutional commitment to students is extensive at all levels of their UW educational careers. In 2017, the UW met on average 82% of the financial need of qualifying undergraduates. Students benefit from the Libraries and the LLC, which are addressed throughout this document. For undergraduates, JSIS maintains a Writing Center staffed to assist students in developing their research. In line with the UW's commitment to study abroad and JSIS's goals of strengthening language and area studies, JSIS has secured enhanced funding through endowments for a variety of student awards directed at overseas study as well as intern-

ships with governmental and non-governmental agencies in the US and abroad. Additionally, students in NMES receive up to 3 years of full funding through RA/TA-ships, teaching opportunities at the UW, and work-study opportunities. NMES, MEC, and NELC support an annual graduate student conference. The UW supplements all RA/TA positions funded through federal grants with student tuition waivers and fees ranging from \$16,500 to \$32,000 per year depending on state residency and graduate/professional classification. The Graduate School funds the salaries (at lecturer rate) of students at the advanced stages of study in NMES who offer courses. TA/RAs serving in all MEC-affiliated departments are state funded. NELC awards four partial fellowships annually, funded by private endowments. The Director of MEC oversees private endowment funds for student recruitment, and MEC regularly receives JSIS fellowship funds to distribute as well as funding from the UW specifically aimed at increasing student diversity. Support for travel to professional meetings to present scholarly papers is available to graduate students through their individual departments and the Graduate School. Commitment to student scholars is evidenced by the significant number of students who present annually at the Middle East Studies Association meetings, where the UW regularly has one of the largest contingents of graduate-student presenters. Across faculty, student, and staff levels, the UW is firmly committed to international education. JSIS—of which MEC is a unit—is built on the foundation of area studies and sees its future in area studies. This intellectual commitment to area studies provides an arena in which students can achieve both high-level language skills as well as a deep understanding of the ME.

5. STRENGTH OF LIBRARY

❖ **5.1. *Strength of Library Holdings.*** The UW Libraries constitutes the primary repository of information supporting research and teaching at the UW and in the Pacific Northwest. It ranks in the top ten US public university research libraries and the ME collection of the Libraries represents one of the largest collections of its kind in the US. The collection offers comprehensive coverage of all the countries of the ME and N. Africa in Western languages and in major languages of the

ME (Table 5-A). The collection is outstanding for its breadth of coverage and is particularly strong in areas of Islam, Islamic law, Turkish, Arabic, Hebrew, and Persian literature, as well as in the quantity of Arabic periodicals and serials. The development of the ME collection is unique in three ways that

TABLE 5-A: *UW Library Holdings in Middle East **Target** Languages*

Language	Books	Serials
Arabic	131,699	5,843
Hebrew	23,642	494
Persian	21,397	279
Turkish	25,538	792
<i>Excluding digital materials</i>		

ensure its quality. First, is the degree to which ME faculty and Libraries staff collaborate in how the collection grows, which has meant the collection is comprehensive, foundational, and can easily be built out. Second is the degree to which the Head of the ME Section handles the acquisition of target-language material from the ME by overseeing the entire process from selection, invoicing, cataloguing, and notification to faculty/students. Her attention to foreign vendors at a personal level ensures top-line acquisitions arrive in a timely manner. Third is that ME materials are catalogued to the highest CONSER standard (and made available for other institutions to copy). Newly acquired material never languishes in pre-cat status. Further, the Libraries is a member of the Center for Research Libraries and an active participant in the organization's Middle East Material Project to preserve rare, difficult to obtain, or imperiled ME primary source material and has assisted the organization with cataloguing. This application proposes to direct federal funds toward purchase of materials in target languages (Arabic, Hebrew, Persian, and Turkish).

❖ **5.2. Institutional Support for Acquisitions and Staff.** The Libraries maintains a state-funded personnel roster of 346 full-time employees with 120 of these positions occupied by professional librarians. Approximately 325 student workers are engaged annually as well as part-time employees. Personnel specifically dedicated to the ME collection are: 3 FTE librarians. The Libraries maintains its own Staff Development and Training Office with opportunities designed especially for its personnel. All full-time librarians and staff are eligible for release time and tuition for library- and university-sponsored training and development courses. The Libraries further supports tuition for outside training in areas that significantly impact the Libraries mission. Permanent li-

brarians receive 3 months of fully paid professional leave every 7 years. In addition to travel funds for acquisition trips, personnel are eligible for travel funds and release time to attend professional meetings. The Head of the ME collection has made acquisition trips to Egypt, Turkey, Iran and Central Asia to establish and maintain vendor ties. The supportive professional environment in the Libraries has resulted in more UW librarians being selected for competitive leadership development programs than any other US research library. The Libraries has an Employee Scholarship Fund to support all staff pursuing a UW degree. Further, the Libraries offers a Time Grant Program, allowing Libraries staff to be released from normal work duties while maintaining their regular compensation rate to produce scholarly work/relevant projects of their own. In addition to travel and training opportunities, Libraries' support specifically for ME personnel and area development is evident across a range of initiatives, including continual upgrading of IT/computing capacity.

❖ **5.3. *Extent of Student Access to Holdings at Other Institutions.*** The Libraries is a member of the Orbis-Cascade Alliance (OCA) of 40 WA and OR institutions, which provides access to a combined collection of over 30 million items within 72 hours. Within OCA, the UW Libraries is by far the largest repository of ME material and as such serves as the main research library for the students and faculty at all other smaller ME programs in the Pacific Northwest. The Libraries maintains its own Interlibrary Borrowing Service (IBS) division with a full-time staff of 10, and it participates in 18 cooperative agreements. Access to other collections via IBS is so easy that the Libraries regularly ranks first in number of these types of transactions of the 111 members of the American Library Association. The Libraries' membership in the Center for Research Libraries provides access to the organization's 5 million volumes, 800,000 foreign dissertations, 500,000 monographs, 66,000 serials, and 10,000 foreign newspapers. To facilitate student access to collections, the Libraries conducts orientation sessions designed for students in specific disciplines. The ME librarians and staff tailor orientations to the needs of classes and frequently meet with students to ensure full access to all resources. The Libraries covers 100% of interlibrary borrowing costs for

all materials requested by UW students and faculty from beyond the OCA's area of coverage. The Libraries is at the forefront of developing and implementing new technologies to increase access to its holdings 24/7 from any location. Mobile apps give users the ability to search the OCA catalogue and download material at their convenience, while increasing cloud storage allows students/faculty larger digital storage of research material.

❖ **5.4. *Extent of Non-UW Access to Library Holdings.*** The Libraries' open-access policy for non-UW patrons is a premier feature compared to the restrictions in place at most private libraries. As a public institution, the Libraries provides free access to all. All areas of the Libraries have an open-stack design and are accessible to the disabled, allowing for ease in browsing by all visitors. Only rare or very valuable items must be requested from closed stacks. The Libraries conducts well over 5 million transactions annually, a significant portion of which are non-UW patrons. Currently 2,434 non-campus researchers are registered to borrow materials. Borrowing cards are available free of charge to: all WA-State teachers, government workers, and health professionals, and at nominal annual rates to: researchers, out-of-state graduate students, and teachers, as well as a wide range of other professionals and organizations. This card allows borrowing within the entire OCA system. OCA has higher circulation than any other similar library consortium in the US and is nationally recognized for its speed of delivery and successful fulfillment rate. The Libraries is constantly creating new multimedia software to facilitate access and make locally held materials available and searchable nationally. In addition to in-person and telephone consultations during open hours, reference service is provided 24/7 through an online real time "chat" service with librarians. ME library staff field all inquiries relating to the ME. The federal funds requested in support of the UW Libraries in this proposal, if granted, are directed to a premier public institution that sustains all smaller Pacific Northwest ME collections and permits comprehensive access across the board to its resources and services with little or no added fees—which means that every federal dollar expended impacts the greatest number of Americans.

6. QUALITY OF NON-LANGUAGE INSTRUCTION PROGRAM

❖ **6.1. *Extent of Relevant Non-Language Courses Offered.*** The field of ME studies is strongly represented across disciplines, departments, and programs at the UW (see App. B), with faculty expertise in area coverage matching the breadth of disciplinary range. MEC faculty focus on the core areas of North Africa, Israel, the Levant, Iran, Turkey, and the Persian Gulf.

❖ **6.2. *Extent of Relevant Courses in Professional Schools.*** The Jackson School (JSIS), of which MEC is a division, is itself a professional school and a member of the Association of Professional Schools of International Affairs. JSIS cross-lists its courses in relevant professional schools (Business, Communications, Education, Global Health, Information, Law, Public Affairs), thus making credits applicable to students in other professional schools. Likewise, other professional schools frequently work with JSIS to offer cross-listing opportunities. Formal concurrent degree programs are available between JSIS and the following professional schools: Business, Education, Law, Marine Affairs, Public Affairs, and Public Health. ME-content courses have been most strongly represented in the schools of Business, Law, and Global Health. More recently there has been an increased interest and enrollment in the schools of Information, Social Work and Public Health. Over the past 8 years, the number of professional students taking advantage of ME courses has more than doubled. Certificate programs also provide a productive avenue for reaching professional students interested in ME studies. Currently, certificates are offered in Global Trade, Human Rights, International Development Policy, and International Business. With funding from the Carnegie Foundation, JSIS and MEC are developing new curricula that establish career pathways and professional training, which will develop talent in emerging fields of need. These initiatives are opening up the concept of “professional” training to a wider segment of both undergraduate and graduate populations. JSIS and MEC are uniquely positioned with an already deep faculty of area experts and practitioners to build out the curriculum via new courses, practicums, and certificates that will bridge the gap between academic scholarship and workforce readiness in emerging

fields of high demand and security need. With proposed funding, MEC will be taking the lead to develop a Global Cybersecurity certificate with strong ME content and will be redesigning curriculum to marshal ME area/language expertise in concert with new technology to provide platforms for students to launch new social and business entrepreneurship ventures with cohorts in the ME.

❖ **6.3. Depth of Course Coverage Available in Relevant Disciplines.** The UW has a three-tiered course system in which lower-division undergraduates register for introductory-intermediate courses (100-300 level), upper-level undergraduates and graduate students register for more advanced courses (400 level), and the most advanced level of instruction is for graduate students (500-700 level). Table 6-A provides a snapshot of the average annual breadth of core discipline coverage from introductory to advanced levels (see App. B). Thesis and dissertation credit, as well as independent study, significantly augment the availability of training

TABLE 6-A: *ME Area Courses*
*Depth of Coverage across Discipline, 2016–17**

Discipline	Lower-Level Undergrads	Upper-Level Undergrads & Graduates	Graduate Level Only
Anthropology	1	2	—
Arch/Built Env.	1	1	1
Comp Lit	3	—	—
Comp Religion	3	3	1
Education	—	1	—
Gender Studies	—	1	—
History	4	1	2
Humanities	—	—	1
Int'l Stds/ME Stds	3	13	17
Law	—	1	1
Near East Studies	17	3	11
Political Science	6	2	1
Totals	40	29	35

*Independent study, thesis, and dissertation credit-courses excluded. Cross-listed courses listed once.

options at the highest levels. For depth of faculty regional expertise, refer to Table 6-B.

TABLE 6-B: *Core Faculty Coverage by Region of the Middle East*

Region	Faculty Specialists	# of Faculty
North Africa	Ahmed, Benson, DeYoung, Elkhafaifi, Goldberg, Holmes-Eber, Joshel, McLaren, Menaldo, Schuyler, Ward, M. Williams	12
Levant	Arar, Dana, Goldberg, Mokdad, Perez, Walker, Zafer	7
Israel	Ahuvia, Goldberg, Halperin, Horowitz, Migdal, Naar, Nahon, Pianko, Romano, Sokoloff	10
Palestine	Dana, Goldberg, Halperin, Migdal, Perez	5
Turkey	Andrews, Kasaba, Kayaoglu, Kuru, Murray, Selover, Walker, Ward, Yücel Koç	9
Iraq	Andrews, Bet-Shlimon, DeYoung, Lorenz, Kasaba, Selover	6
Iran-Afghanistan	Alavi, Kaviani, Lombardi, Osanloo, Radnitz, Robinson, Saleh-Esfahani, Shams, Walker	9
Gulf States, S.A.	Ahmed, Coates-Ulrichsen, Fenner, Goldberg	4

❖ **6.4. Extent of Relevant Interdisciplinary Courses for Undergraduate/Graduate Students.**

Study of the ME at the UW increasingly emphasizes interdisciplinary and trans-regional perspec-

tives (Table 6-C).

This is fostered by

the close collabo-

ration of ME fac-

ulty in student su-

pervision, courses

(frequently utiliz-

ing guest lecturers

from other disci-

plines), seminars,

TABLE 6-C: *Sample of Middle East Interdisciplinary
Cross-Listed Courses, 2016-17*

Cross-List Nos.	Course Title	Instructor
JSIS 485/GWSS 490	Gender & Sexuality India/Turkey	Misra
JSIS 487/I BUS 490	Economic & Business Trends in ME	Coates-Ulrichsen
JSIS 578/EDUC&I 505	Teaching the Middle East	Kaviani
JSIS A 101/NEAR E	Israel in Global Context	Pianko
JSIS A 210/NEAR E 229	Islamic Civilization	Mahmood
JSIS A 268/NEAR E 268/ANTH 269	Intro to Silk Road	Mawkanuli
JSIS A 357/ANTH 357/NEAR E 357	Peoples & Cultures Central/Inner Asia	Mawkanuli
JSIS A 465/LAW 420	International Law in the ME	Lorenz
JSIS B 406/POL S 432	Political Islam	Wasif
JSIS C 250/HSTCMP 250	Jewish Cultural History	Naar
JSIS C 307/POL S 307	Religion & World Politics	Gill
JSIS C 430/NEAR E 430	Classical Muslim Writing	Mahmood
NEAR E 231/RELIG 212	Intro to the Qur'an	DeYoung
NEAR E 266/ANTH 269	Modern ME & Central Asia	Mawkanuli
NEAR E 536/LAW B 556	Islamic Law	Lombardi
NEAR E 590/HUM 597	Writing the Iranian Revolution	Alavi
POL S 368/LSJ 320	International Human Rights	Mayerfeld
ANTH 323/LSJ 321	Human Rights Law in ME	Osanloo

workshops, and conferences. For example, JSIS supports theme-based instructional colloquia for undergraduates and graduates in international political economy, international security, ethnicity and nationalism, and state-society relations, which incorporate methodology and perspectives from a wide range of disciplines. Students can also avail themselves of different degree options that institutionalize interdisciplinary training (§8.3). Experts across disciplines and area specialization comprise the faculty of NMES as well as the Comparative Islamic Studies track in NELC and JSIS. Courses are regularly cross-listed between departments at the undergraduate and graduate level to increase student exposure to cross-disciplinary work. The effectiveness of interdisciplinary study in ME studies was commented upon in a 10-year review of NMES, in which the evaluation team wrote, “The NMES ... is the most viable program on campus for deploying strong faculty expertise in a manner that crosses disciplines, sub-regions, schools, and colleges.”

❖ **6.5. Sufficiency of Non-Language Teaching Personnel.** Refer to Table 6-D for availability of faculty across disciplines and regional specialization. ME studies has a core faculty of 50 non-language teaching members. It should also be noted that all tenure-track/tenured faculty in NELC are qualified to teach non-language courses and frequently do so. MEC is especially strong in

modern Turkey and Israel, and in the area of human rights and Islamic law with coursework distributed across the Law School, JSIS, Law Societies & Justice, and NELC.

❖ 6.6. *Extent of Pedagogical Training for*

TAs. Students selected for highly competitive TA positions have access to a wide range

TABLE 6-D: *Number of Non-Language Middle East Faculty by Discipline**

<i>Discipline</i>	<i>#/Faculty</i>	<i>Discipline</i>	<i>#/Faculty</i>
Anthropology	2	History	4
Built Environments	2	Information	1
Business	2	International Stds.	19
Civil Engineering	1	Law	2
Communications	2	Law/Societies/Justice	2
Economics	1	Marine Affairs	1
Education	1	Political Science	3
Global Health	1	Sociology	1

**Includes joint appointments*

of training opportunities. The Graduate School offers credit-bearing courses specifically for TAs titled: “Teaching Assistant Preparation,” “Seminar in College/University Teaching,” and “Teaching and Mentorship,” and sponsors an annual TA conference in partnership with the Center for Teaching and Learning (CTL) focused on best practices in pedagogical training for TAs. The CTL manages a rigorous training program for all TAs, including TA orientations, practice sessions, individual consultations, mentoring, videotaping, and quarterly assessment reports. The CTL offers a wide variety of training sessions for TAs including topics such as: teaching in a diverse classroom, dealing with difficult classroom situations, presenting information effectively, and using technology in teaching. Individual departments work in concert with CTL tailoring training workshops to the specific needs of each discipline. MEC faculty are deeply involved in developing university-wide TA talent, offering for example a training session titled: “Working with TAs in Large Classes.” During their first quarter of teaching, all NELC language TAs are required to take the NELC course titled “Modern Methods and Materials for Teaching Near Eastern Languages” followed by “Language Teaching Methods.” For non-language TA appointments, TAs in JSIS are required to take “Teaching International Studies,” which provides instruction on leading discussions, evaluation, and teaching critical reading skills, supplemented by videotaping and critiques. International-student TAs who come from different educational systems receive particularly close supervision by MEC faculty through early follow-up and enhanced consultation to hone universi-

ty-level teaching skills. All international TAs who are not native-speakers of English participate in the CTL's International Teaching Assistant Program. When advanced graduate students assume the role of primary instructor for the first time in their careers (as in NMES where teaching experience is required), students work closely with their mentoring faculty to plan and develop their courses.

7. QUALITY OF LANGUAGE INSTRUCTION PROGRAM

❖ **7.1. *Extent of Language Courses Offered.*** The Times Higher Education (THE) 2018 World University Rankings places the UW at # 25 in the world for foreign language instruction. In this institutional environment, ME language instruction has flourished for decades developing both depth and breadth of coverage (see App. B). Over a typical academic year, approximately 81 language classes are offered in modern ME languages from the elementary through advanced levels.

❖ **7.2. *Extent of Enrollment in Relevant Languages.*** Enrollment in ME languages is very robust and growing annually (Table 7-A). Elementary levels of Arabic, Hebrew, and Persian consistently reach maximum registration. In 2016, of the six foreign language departments at the UW, NELC ranked 3rd in majors (behind Romance Languages and Asian languages, but well ahead of Scandinavian, Slavic, and German). Demand for 1st-year Arabic necessitates the employment of extra language sections; modern Hebrew classes are fully subscribed, and Persian has shown a significant increase in enrollment and continues to be one of the largest programs in the nation. To build the Turkish program, in 2016 NELC hired a full-time lecturer in Turkish to assist the tenured Turkish faculty member. With this proposal, MEC proposes to develop and offer a new course in first-year Turkish in partnership with Bellevue College—a suburban community college. This new initiative will provide more learning opportunities at the community college level and will increase the pipeline of students entering the UW Turkish program.

Language	Enrollment
Arabic	278
Modern Hebrew	96
Persian	92
Turkish	29
TOTAL	495

❖ **7.3. *Extent of Relevant Language Levels Offered.*** MEC is a comprehensive center and offers all levels of instruction of ME languages from elementary to advanced levels (see App. B).

◆ 7.4. *Extent of Disciplinary Courses Offered in Relevant Languages (excluding lang. & lit.).*

Because of the longer preparatory period required by English-speakers to master ME languages, and the small pool of students in any one discipline sufficiently proficient to be able to take advantage of superior/distinguished-level ME content courses in target languages, there are relatively few offerings outside NELC. To supplement regular course offerings, NELC offers independent study to small groups of students at higher levels in a variety of subjects, such as Legal Arabic and Legal Hebrew. Further, MEC/NELC/NMES bring eminent native speakers to campus to lecture to the public in English and to conduct small group sessions with students in target languages. MEC/NELC collaborate with the UW's Global Business Center (GBC) to promote student participation in the annual GBC international business case study competitions, which require research/presentations in target languages with language coaching provided by NELC faculty. Advanced students have abundant opportunities to work with qualified faculty via directed readings courses utilizing target languages; students are also encouraged to pursue language acquisition in disciplinary fields via the UW's partner foreign exchange programs (Tables 8-C & 8-D). MEC is proposing with this application to extend languages across the curriculum by offering two new courses that will provide arenas in which advanced language learners can hone their language skills in the critical areas of cybersecurity and entrepreneurship.

◆ 7.5. *Sufficiency of Language Faculty.* The regularity of the language offerings and number of ME language faculty (17) underscores the commitment of the institution to support and encourage ME language instruction (Table 7-B). In contrast to many other institutions, the UW maintains tenure/tenure-track

TABLE 7-B: *Faculty Coverage of Languages*

*Language	Faculty Language Expertise	No./Faculty
Arabic	Ahmed , Arar, Benson , Bet-Shlimon, Dana, DeYoung , Elkhafaifi , Goldberg, Halperin, Mokdad, Nahon, Perez, Schuyler, Zafer	14
Hebrew	Halperin, Khazzam-Horovitz , Migdal, Naar, Nahon, Pianko, Romano , Sokoloff	8
Persian	Alavi , Benson , Kaviani, Osanloo, Salehi-Esfahani, Shams	6
Turkish	Andrews , Kasaba, Kayaoglu, Kuru , Yücel Koç	5

**Faculty in bold are language instructors; others are faculty qualified to work with students using primary source material in target languages at the advanced levels.*

positions in Arabic, Hebrew, Persian, and Turkish. Supplementing tenured positions, NELC employs lecturers in modern Arabic, Hebrew, Persian, and Turkish. Current Persian and Arabic lecturer positions represent successful leverages of federal funding to 100% institutional funding. TAs further augment the instructional team available.

❖ **7.6. *Extent of Teaching Personnel's Exposure to Performance-Based Training Methods.***

MEC and NELC are committed to seeing that personnel at all levels are trained in proficiency/performance-based methodology. All instructors in Arabic, Hebrew, Persian, and Turkish have received ACTFL proficiency training. Selected personnel in Arabic and Hebrew are currently fully certified ACTFL Oral Proficiency Interviewers. Faculty have participated in many pedagogy workshops nationally and internationally focused on teaching to ACTFL proficiency standards, such as those offered by the CMELNRC (formerly the Western Consortium of ME NRCs), ACTFL, Startalk, Hebrew University, and professional language associations. Training in proficiency-based teaching also extends to the TA level, with TAs in all four ME languages being required to take a one-term course to become acquainted with ACTFL standards, performance-based teaching methodology, and how to employ these in their classrooms (§6.6). TA progress in using these strategies is monitored throughout the year by the appropriate language program directors, frequent classroom observations, and written student evaluations. MEC seeks in this proposal to direct funding to language personnel to increase and strengthen their teaching skills through participating in appropriate professional training opportunities/workshops such as those offered by ACTFL, CMELNRC, American Association of Teachers of Arabic, National Association of Professors of Hebrew, and Hebrew University.

❖ **7.7. *Extent of Use and Development of Performance-Based Instruction.*** NELC excels at structuring its language courses on performance-based instruction to ensure that students actually master the skills to use the languages they learn and practice inside and outside the classroom. All language classes have at their core the 4 language skills of listening, speaking, reading, and writ-

ing, which are organized across all language levels from Novice, Intermediate, to Advanced via the 3 modes of communication, namely, the interpersonal, presentational, and interpretative. To this framework all faculty have embedded the important 5th skill of cultural proficiency. All language classes are student-centered and focused on production of authentic language appropriate to the level of instruction. Instruction at all levels is conducted primarily in the target languages. At the lower levels, language instructors use performance-based textbooks and supplemental materials (Table 7-C). All instructors are continually developing and refining their curricula to incorporate

TABLE 7-C: *Curricular Materials Used in Lower Level Target Languages**

ARABIC		HEBREW	
Elementary	<ul style="list-style-type: none"> • <i>Alif Baa</i>, 3rd ed., Brustad, et al. & companion website • <i>Al-Kitaab fil Ta'allum al-ʿArabiyya</i>, Brustad, et al., Pt. 1, 3rd ed. 	<ul style="list-style-type: none"> • <i>Ivrit Min Ha'hathalah hehadash</i>, Level 1 & companion CDs, Hayat, et al., • <i>Ivrikal</i> teaching platform (2018) 	
Intermediate	<ul style="list-style-type: none"> • <i>Al-Kitaab fil Ta'allum al-ʿArabiyya</i>, Pt. 2, 3rd ed., & companion website 	<ul style="list-style-type: none"> • <i>Ivrit Min Ha'hathala</i>, Level 2 & companion CDs, Hayat, et al. • <i>Ivrikal</i> teaching platform (2018) 	
PERSIAN		TURKISH	
Elementary	<ul style="list-style-type: none"> • <i>Introduction to Persian</i>, 3rd, ed., Thrackson • <i>Persian 101</i>, course reader, prepared by instructor 	<ul style="list-style-type: none"> • <i>Yaşayan Türkçe</i>, Sezer • <i>Istanbul</i>, Level A1, Gonultas 	
Intermediate	<ul style="list-style-type: none"> • <i>Introduction to Persian</i>, 3rd, ed., Thrackson • <i>Persian 201</i>, course reader, prepared by instructor 	<ul style="list-style-type: none"> • <i>Istanbul</i>, Level B2, w/workbook & CDs, Gedik • <i>Intermediate Turkish III</i>, faculty-designed textbook & companion CDs 	
<p>*Curriculum at all language levels from elementary through advanced is supplemented by instructor-designed original material. Curriculum at the higher levels is developed individually for each course and includes readings in authentic texts, such as media, short stories, novels, classical literature, and seminal scholarship.</p>			

new, authentic material and activities that develop the 4 skills. Every language instructor is required to prepare a comprehensive course syllabus clearly stating learning objectives so that students know their targets and so that progression along the continuum of language acquisition over multiple years is accounted for by both learner and instructor. NELC has set proficiency targets for all levels of instruction in each of the four relevant languages (Table 7-D). To assess learning

TABLE 7-D: *Target ACTFL Proficiency Goals for ME Languages*

LEVEL	ACTFL TARGET GOALS
1st Year	Novice High to Intermediate Low
2d Year	Intermediate-Mid to Intermediate High
3rd Year	Advanced Low to Advanced Mid

progress, NELC instructors implement a web of formative assessments to determine immediate learning outcomes via quizzes, homework, in-class participation, coupled with summative assessments that include comprehensive mid-terms and final examinations to verify students' ability to move to the next level. Summative assessments integrate interpretive, interpersonal, and presentational modes. Performance-based assessments include classroom presentations, creative compositions, research projects, portfolios, and maintenance of daily journals. Higher-level courses incorporate online discussion boards in target languages to encourage student comment on content of readings and lectures. NELC language courses push students beyond classroom performance to application in real-world settings. To encourage spontaneous, creative interpersonal communication, NELC provides a multitude of opportunities and settings for students to employ what they have learned through activities such as visits to local restaurants and businesses, organized language circles, language partner exchanges, interviews with native speakers, and participation in local heritage association events. To monitor progress, NELC regularly conducts formal Oral Proficiency Interviews of its students to assess their proficiency levels. Based on the successful instructional models established in NELC, MEC-affiliated staff have designed a performance-based curriculum for high-school Arabic, which is used in the Seattle public schools through MEC's partnership with OneWorldNow! (§9.1).

◆ **7.8. *Adequacy of Resources for Language Teaching and Practice.*** Resources specific to language teaching are available across a wide spectrum. NELC faculty receive computer hardware/software upgrades specifically tailored to the needs of language instructors. The Language Learning Center (LLC) provides language techs who assist in facilitating faculty use of platforms for class management and instruction, which significantly strengthens the impact of listening and oral proficiency exercises. Language lead instructors have developed websites tailored to students' needs incorporating a vast range of material from the web dovetailing with language classes and providing quick and easy links to learning aids and online dictionaries. Faculty can request print,

electronic, and online resources through the Libraries and LLC to supplement class materials. In 2017, the UW completed a multi-million dollar renovation of the LLC bringing leading-edge language learning technology to students and faculty, which includes vastly improved technology integrated into all classrooms, dedicated cloud servers, and a state-of-the-art recording studio. The LLC provides computer assisted language learning courseware for integration into language curricula, providing self-paced as well as instructor-led learning activities. This courseware consists of interactive multimedia programs with visuals, sound, text, video, and self- or teacher-evaluation capabilities. The LLC network allows high quality audio and video streams and files to pass between its multimedia labs, classrooms, free-study library, and mobile applications. The LLC is quick to adapt new technology and has made all its online resources accessible via mobile phone apps in line with how student learning is evolving. Students can view pre-recorded data as well as live continuous audio/digital satellite downlinks from source countries. SCOLA Channel 1 Live is a feature of the LLC with country connections to 10 ME countries constantly available to students. For current events, students can use quick, direct links from the LLC website to 467 online newspapers and news agencies from 20 Middle East/North African countries and 50 radio stations from 9 countries. The LLC is unique in the level of expertise available from retired Microsoft personnel who delight in taking faculty dreams to reality. LLC projects have included developing orthography tutors for Persian; training Persian instructors to use lecture capture software so that they can “flip” their classrooms when desired; and refining Arabic, Hebrew, and Persian online placement tests. The expertise and resources of the LLC will provide the technical infrastructure for the development of language distance learning and increasing language across the curriculum initiatives proposed in this application (§6.2, 7.2). Language study is further enhanced by student language clubs and language exchanges/partners, especially with the 400+ students from Saudi Arabia in the UW’s International & English Language Learning Program.

❖ **7.9. Language Proficiency Requirements.** All languages addressed in this proposal fall into

the category Less/Least-CTLs. NELC has set proficiency goals as described in Table 7-D for Arabic, Hebrew, Persian, and Turkish. Every year, as more proficiency-based assessment tools become available, NELC instructors have increased testing and refined teaching methodology to improve instruction and expedite students' progress to higher levels.

8. QUALITY OF CURRICULUM DESIGN

❖ **8.1 Extent of Undergraduate Instruction Incorporated into Degree Programs.** Undergraduate instruction in ME studies is concentrated in six specific degree programs, maximizing the resources at the UW and creating many pathways through which undergraduates are trained in

ME studies (Table 8-A). Disciplinary departments in the social sciences and humanities also encourage ME specialization for upper-division undergraduates, resulting in senior theses produced under the mentorship of ME

TABLE 8-A: *Undergraduate Degree Options in Middle East Studies, 2016-17*

Administrative Unit	Degree Options
JSIS	BA–International Studies, ME Track
JSIS	BA–Comparative Religion
JSIS	BA–Jewish Studies
JSIS	BA–Comparative Islamic Studies
NELC	BA–Near East Languages & Culture
NELC	BA–Near East Comparative Civilizations

faculty. ME-related coursework has been incorporated into the UW online BA for Social Sciences. Addressing an increasing focus on skills development and career readiness, certificate programs with ME content are emerging as another popular option (§8.3, 6.2). A strong indication of the reach of and interest in ME studies is evidenced in 2016-17, when 215 courses with significant ME content were offered in 17 UW departments to 3,295 students.

❖ **8.2. Appropriateness and Effectiveness of Undergraduate Degree Requirements.**

Requirements for undergraduate degrees in ME studies are rigorous and emphasize attaining at least intermediate proficiency in relevant ME languages, as well as a broad understanding of the politics, society, and culture of the ME. All degree options make extensive use of cross-listed courses, ensuring an interdisciplinary approach to the curriculum (Table 6-C). By constructing degree options across a wide range of tracks, the UW trains students with diverse interests and potential in ME studies. The ultimate long-term measures of effectiveness of these programs are

employability and use of skills learned. The institution ranks 27th nationally in employability of its graduates (THE, Global University Employability Rankings 11/16/17); and for students who graduated between 2008-2016 with at least the equivalent of a major of ME coursework, over half are using ME-mastered content/skills in their current careers (Table 3-F).

❖ **8.3. Extent of Training Options for Graduate Students in a Variety of Disciplines.** Graduate students have a wide variety of avenues to pursue advanced work on the ME (Table 8-B). Disciplinary departments also offer MA and Ph.D. degrees with concentrations on the ME. While the ME minor is still a popular academic path, JSIS-MEC is moving increasingly toward offering certificates that develop real-world skills for in-demand careers, which require strong area and language skills. MEC is proposing to establish a Global Cybersecurity certificate, which will

TABLE 8-B: *Graduate Degree Options in Middle East Studies, 2016–17*

Administrative Unit	Degree Options
JSIS	MA–Middle East Studies
JSIS	MA–International: ME track
JSIS	MA–Comparative Religion
JSIS	MA–Comparative Islamic Studies
JSIS	MA–Jewish Studies
NELC	MA–Near East Languages & Civ.
Grad. School	Ph.D.– Interdisciplinary Program in Near & Middle East Studies

have a strong ME component. For concurrent degree options available, see §6.2. In both the graduate and undergraduate curriculum MEC strives to expose students to a diversity of perspectives from academic, diplomatic, military, and the corporate world. For example, JSIS-MEC is the only West Coast university to host year-long US Army War College fellows with extensive ME experience who lecture and work with students and faculty. Retired diplomats and corporate executives are frequent contributors as part-time lecturers, mentors, and facilitators of special projects.

❖ **8.4. Appropriateness and Ultimate Effectiveness of Graduate Degree Requirements.** UW ME studies programs offer a multidisciplinary approach to graduate study. The ME-relevant units at UW are creating programs to train graduate students to enter new fields in digital humanities, public scholarship, new media publication, cybersecurity, and entrepreneurship. In 2017, NMES was awarded a Mellon Foundation grant to explore the next generation Ph.D. in Near & ME Studies, which will update the program’s professionalization seminar to include early Ph.D. training

options for non-academic career paths. Effectiveness of the curriculum can be measured by the number of graduate students whose papers are accepted by MESA for presentation at meetings, by outstanding employment figures, and by the high number of students using ME expertise in their current employment (§3.7, 8.2).

❖ **8.5. *Extent of Student Academic and Career Advising.*** UW academic advising is comprehensive, beginning with General Advising for undergraduates and transitioning to individual departments when majors are declared. UW advisers meet annually with area community college advisers to update strategies to facilitate transitions to UW. Available to all students are the UW's Counseling Center (career counseling & study skills); Career Center (career planning & job search); Financial Aid Office (funding opportunities); and Student Fiscal Services (money management advising). Larger departments maintain their own career advising divisions. JSIS Career Services (CS) provides workshops and individual advising on career exploration, job/internship searches, résumé writing, and job interview best practices. CS posts jobs/internship openings and maintains a document library of career resource guides. CS has established a formal mentoring program to match current students with former JSIS students who have transitioned to careers to help them better prepare for new careers. JSIS Academic Services regularly offers International Careers Days, when professionals in the fields of international business, government, education, and non-profit service visit campus and meet students. JSIS is a US/State partner through the "Diplomacy Lab" initiative, which pairs US/State with academic partners to facilitate online student collaboration with active diplomats and contribute to foreign policy efforts through virtual internships. MEC distributes job announcements, fellowships, and overseas study opportunities via its student listservs/website. With a large percentage of MEC students interested in government careers, MEC actively participates in the UW Making a Difference: Careers in Government Program, which aims to build partnerships with federal agencies seeking to hire students. All career advising resources available at JSIS and NELC are accessible to NMES students. Further, none of the ME

degree programs is so large as to make it difficult for students to meet faculty individually and receive guidance. Students are encouraged to discuss their academic goals and career aspirations with faculty, who actively engage in job placement for advanced students.

❖ 8.6. *Extent and Use of Formalized Overseas Training/Research Programs for Students.*

The UW is strongly committed to making study abroad possible for all students. The UW ranks 10th in the nation for number of students who do short-term study abroad and 16th overall for number of students who study abroad. The UW maintains 21 cooperative agreements with institutions across the ME (Table 8-C). In the past 2 years, students in 35 different departments from sciences, social sciences to humanities have studies in the ME. UW students can take advantage of well-established UW faculty-led annual programs, including the the Water in Arid Lands Institute in Jordan for Civil Engineering students, Koç University Intensive Ottoman and Turkish Summer School, the Çadır Höyük Archeological Project in Turkey, Business Morocco, and Bridging the Gulf: Business in Qatar, UAE, and Oman, as well as a multitude of independent options. Study abroad is handled through the Office of Global Affairs, which streamlines the procedures for transfer

TABLE 8-C: *UW Foreign Cooperative Agreements with Middle East Institutions*

COLLEGE OF ARTS & SCIENCES
Al Akhawayn University, Morocco
American Research Institute in Turkey
American University of Beirut, Lebanon
American University in Cairo, Egypt
Boğaziçi University, Turkey
Center for Arabic Study Abroad, Egypt
Hebrew University of Jerusalem, Israel
Koç University, Turkey
Mu'tah University, Jordan
Noor Majan Institute, Oman
Tel Aviv University, Israel
Yarmouk University, Jordan
COLLEGE OF EDUCATION
Zayed University, UAE
COLLEGE OF ENGINEERING
University of Helwan, Egypt
University of Mohammed V, Morocco
Middle East Technical University, Turkey
COLLEGE OF FOREST RESOURCES
University of Istanbul, Turkey
SCHOOL OF LAW
Kabul University, Afghanistan
SCHOOL OF NURSING
Baghdad University, Iraq
SCHOOL OF MARINE AFFAIRS
King Fahd University, Saudi Arabia
SCHOOL OF SOCIAL WORK
Ben-Gurion University, Israel

of foreign credits and medical insurance and provides extensive counseling on program selection and application procedures. To encourage study abroad, the Exploration Seminars Program offers short-term courses led by UW faculty in countries around the world. For the ME, these seminars have convened in Cyprus, Israel, and Oman. Each fall, the Director of Study Abroad offers ses-

sions specifically for students interested in ME studies to highlight study abroad possibilities and address the unique challenges of study in the ME. In recognition of its vastly expanded efforts to promote study abroad and in light of the realities that mission encompasses, the UW has a full-time director of security operations with extensive ME experience to ensure student safety abroad.

❖ **8.7. Access to Other Institutions’ Study Abroad and Summer Language Programs.** Students are encouraged to make use of other domestic and international study programs, although most beginning students prefer to stay at the UW for summer study of ME languages. Domestically, the most popular summer programs are language study at Middlebury and the University of Wisconsin-Madison. ME language faculty and the ME FLAS Coordinator advise students on quality and suitability of summer language programs at other institutions. Table 8-D lists the most popular foreign summer programs.

The ultimate effectiveness of the curriculum can be measured over the long term in how it helps American citizens succeed in a global society. Strong evidence of its continued importance after graduation comes from the 95.54% of students who graduated between 2008-16 with at least the equivalent of a minor in ME and who said their ME coursework at the UW was continuing to help them to better understand global/Middle East issues (MECIDP, *Survey*, 11/1/17).

TABLE 8-D: *Most Popular Summer ME Foreign Language Programs, 2014–17*

COUNTRY	PROGRAM/INSTITUTION
Israel	Al-Quds University Hebrew University Tel Aviv University
Jordan	CIEE Summer Arabic Qasid Arabic Institute Sijal Institute
Morocco	Al Akhawayn University Arabic Language Inst. in Fez Subul Assalam Ctr. for Arabic
Tunisia	Sidi Bou Said Center
Turkey	Boğaziçi University Tomar Institute Dilmer Language School

9. OUTREACH ACTIVITIES

❖ **9.1. Impact of K-12 Programming.** The extent of MEC outreach activities at all levels is clearly apparent in the number of participants impacted and types of programs offered (Table 9-A). MEC is at the forefront nationwide in providing innovative K-12 programming on the ME. One of the center’s premier projects, “Bridging Cultures,” provides training about the ME to teachers and

school administrators laying the foundation for developing strategies within the school setting that help students and their parents from Muslim-majority countries navigate the American educational system through better understanding of ME cultures. Over

TABLE 9-A <i>Impact of MEC Programming On- & Off-Campus, 2014-18 (Excluding courses & media engagements)</i>	
<i>Number of . . .</i>	
• K-12 professional development workshops	62
• Attendees at K-14 workshops	2,146
• K-12 students receiving Arabic training	230
• Public lectures and presentations	117
• Attendees at public presentations	4,110
• Postsecondary conferences, symposia	12
• Attendees at postsecondary conferences	419

the past 4 years, this project has offered accredited training to more than 1,600 teachers/administrators in 17 public school districts in WA State and was featured in 2016 by the Obama Administration’s “White House Roundtable on Harassment of Muslim, Arab, and South Asian Students.” All Bridging Cultures workshops are offered at school district headquarters through established in-service teacher education programs that provide participants with state-approved continuing education credits. MEC is also deeply involved in promoting and strengthening Arabic language instruction at the K-12 level. MEC partners with the Seattle non-profit OneWorldNow! to offer Arabic language instruction, ME culture classes, and overseas summer-study in Morocco, Jordan, and the Persian Gulf to minority and disadvantaged students in Seattle inner-city high schools. MEC provides support through the resources of its advanced students as instructors and mentors and its language instructors as proficiency testers, teacher-trainers, and language consultants. Annually, the program engages 50+ disadvantaged students and is the only secular, public school Arabic language program in WA State. Through leveraging NRC funding and institutional expertise, it represents a partnership that has profound impact on students of color (annually approx. half are African-American). The partnership has increased the percentage of underrepresented students taking ME courses at the UW (§3.2, Table 3-C), of whom many have been awarded MEC FLAS fellowships. MEC also cooperates with the outreach team of JSIS and the WA State Council for the Social Studies to present the annual fall and winter teacher in-service training sessions and curriculum development retreats, offering a wide range of training. Recent sessions have focused on

the historical roots of ISIS and the ME refugee crisis.

❖ **9.2. Impact of Post-Secondary Programming.** MEC's impact is very evident in the number of faculty in regional community colleges who are graduates of ME academic programs and professional training workshops. All 12 of WA State's community college Arabic language instructors graduated from the UW or have received training from MEC. Of the approx. 130 community college faculty incorporating ME material into their teaching in a variety of departments in the social sciences and humanities, half have received professional development training through MEC. In the last 4 years, MEC has specifically focused on strengthening Arabic language instruction at 2- and 4-year institutions in WA and OR offering training on the concepts of proficiency and understanding the National Standards, strategies for increasing listening comprehension, and using songs to teach Arabic. Further, MEC underwrites the travel of post-secondary faculty from regional community colleges to attend ACTFL-OPI training/refreshers and to attend CMELNRC's language pedagogy workshops. Reaching student-teachers before they begin professional careers is a high priority for MEC. The needs of this important constituency are addressed through adapting the Bridging Cultures project to offer quarterly training sessions to incoming students in the Colleges of Education at Seattle University and Seattle Pacific University. Annually, well over 150 pre-service teachers in these education programs receive MEC training. These workshops have been so successful that, with this proposal, the concept will be expanded to a seminar format in the UW's College of Education. Additionally, area experts from MEC mentor regional community college faculty to develop and strengthen offerings on the ME. This one-on-one training has resulted in new courses such as "Literature of the Arab World" and "Middle East Politics and Society." MEC also collaborates with the JSIS NRCs and the Northwest International Education Association to provide ME content within broad global themes such as the refugee crisis, climate change, and human security in an annual two-day summer seminar called the Community College Master Teacher Institute. To increase language opportunities for 2-year college students and to

develop the pool of students studying ME languages, MEC is proposing to offer 1st-year Turkish at Bellevue Community College through live-streaming from its UW classes (§1.2 & 7.2). For dissemination of scholarly research, MEC sponsors a 9-month series titled “Voices in Middle East Studies,” which highlights the recent research of UW, regional, and national ME experts in seminar setting. In a project that spans both the post-secondary and the general public sectors of outreach, MEC will sustain a research project called “Afterlives of Uprising: Beyond the Revolution,” featuring ME experts who engage in various aspects of the post-revolutionary period, including law and society, reform, social movements and activism, civil society and the state. This multi-year project aligns with UW faculty and student interests and will offer public presentations and roundtables with a wide range of perspectives culminating in a course, publication of an e-report, and an edited volume.

❖ **9.3. *Impact of Business, Media and General Public Programming.*** Because of the high demand for ME expertise, MEC tries to prioritize its outreach efforts to reach the largest segment of American society through collaborations with local print and electronic media, providing expertise for topical programs on national/international media. MEC is frequently the national media go-to resource when breaking news occurs after closing hours in US Eastern time zones. MEC also regularly responds to the needs of Asian news outlets such as Japan’s Nikkei Media Group. To strengthen the quality of field reporting, MEC cooperates with the School of Communications in offering pre-departure training sessions to freelance journalists about to take up assignments in the ME. MEC regularly offers free evening and late afternoon lectures open to off-campus public audiences on a wide range of topics of current interest. The Center further encourages public attendance at all conferences and symposia it organizes or cosponsors on campus, including advanced seminars held in conjunction with graduate courses by making these events open to the public and advertising them widely. All MEC-sponsored lectures are free and open to the public. MEC frequently fulfills unsolicited requests for presentations from service-groups and organiza-

tions throughout the Pacific Northwest. Recent examples include requests for presentations from: Seattle-YMCA; University Unitarian Church; School's Out Refugee Project, Seattle; Bainbridge WA Public Library; Trinity Lutheran Interfaith Group of Lynnwood, WA; and World Relief, Pasco, WA. Annually, MEC personnel facilitate the ME component of the Foreign Policy Association's "Great Decisions" series at local libraries, community centers, and churches. MEC has further been engaged by the local private business sector to consult on cross-cultural workplace issues arising out of a diversification of the manufacturing workforce. MEC proposes, if funded, to adapt and extend the Bridging Cultures project to other high-need areas primarily in the government sector, including state social services agencies, police/fire first responders, and regional hospitals that are called to operate across cultures when serving increasingly diverse communities in crisis. Interest in this initiative has already been expressed by Seattle Children's Hospital and the Office of Civil Rights, US/Ed—Western Branch.

❖ **9.4. *Extent to which Priorities Are Served.*** Refer to Table 1-A and Project Budget where activities' competitive preference priorities are clearly marked. The majority of outreach activities address one or both NRC competitive priorities. All proposed activities incorporate diverse perspectives and encourage discussion on the ME. The scope of the activities proposed is designed to reach a broad spectrum of American society from K-12, higher education, and beyond.

As the only major research university in the Pacific Northwest with significant ME expertise, the Center's outreach impact is crucial to this geographical region in sustaining an American citizenry well educated in ME issues, languages, and cultures.

10. FLAS AWARDEE SELECTION PROCESS

❖ **10.1. *Advertisement of Awards.*** Publicizing the FLAS competition is a year-round campaign that is reviewed annually for ways to increase participation. Each summer, the MEC FLAS website, which provides comprehensive information about the awards and online application, is reviewed, updated, and made ready for opening of the competition in the fall. The publicly acces-

sible website and application are linked to the UW Graduate and Undergraduate Offices of Fellowships & Awards websites and prominently featured on the JSIS website. Professionally designed announcements are sent electronically and via hardcopy to all professional schools, department chairs, grad/undergrad advisers, relevant language instructors, all affiliated MEC faculty, the UW Language Learning Center, and relevant student clubs. Throughout the fall, the FLAS Coordinator convenes information sessions, which in fall 2017, included 4 general sessions, 11 departmental sessions, visits to 12 relevant language classes, and 2 online sessions open nationwide, as well as participation in 2 campus-wide information fairs. Competition announcements are posted repeatedly on relevant student email lists, Facebook, YouTube and via Twitter and Instagram. Incoming students receive FLAS information in their admissions and orientation packets. Even after the FLAS competition closes in early winter, advertising and promotion of the FLAS program continues as MEC announces awardees in its newsletters. Throughout the year, MEC looks for ways to highlight FLAS fellows' activities—an example of which is a project to post short audio clips and background info on the popular local music/songs FLAS fellows are listening to while they study abroad in the summer. MEC's year-round attention to the FLAS program produces a large pool of qualified applicants—approximately 70 annually, from as many as 18 departments.

TABLE 10-A: *FLAS Selection Timeline*

Nov. 1	Competition opens
Nov. -Jan.	Application wkshps & info sessions
Jan. 31	Competition closes
Feb.-March	Files reviewed and ranked
March-April	Latest date applicants are notified
Year round advertising and promotion	

❖ **10.2. Selection Timeline.** Refer to Table 10-A.

❖ **10.3. Selection Plan's Compatibility with Announced Priorities.** Selection will prioritize applicants with financial need and will dispense awards in 4 languages (Arabic, Hebrew, Persian, and Turkish) all of which are LCTLs, thus meeting all Competitive Preference Priorities. MEC is keenly aware of its responsibility to the nation to meet critical language needs and strives to award its FLAS fellowships in line with stated priorities. For example, from 2014-17, MEC awarded 82% of its fellowships to students with financial need, 73% to students seeking government careers, and

61% to students in professional schools.

❖ **10.4. Application for Awards.** To expedite the process, ensure security, and handle the very large numbers of applications, the entire application process for both undergraduates and graduates is accomplished online via the MEC FLAS website referenced above, which provides extensive application guidance, including links on how to file FAFSA documents—essential for determining financial need. Students are further encouraged to meet with the FLAS Coordinator for individual advising on application procedures and general questions. See 10.1 for the informational sessions offered to FLAS applicants and Table 10-B for documents required for application. Applicants who are abroad or have not yet been admitted to the UW can join FLAS information webchats or take advantage of online advising via Skype.

TABLE 10-B: *Application Material Required of FLAS Candidates*

GRADUATES

- All college/university transcripts
- Federal Student Aid Report (SAR) or UW Office of Financial Aid Award Letter
- Relevant test scores (GRE/LSAT/MCAT)
- List of foreign languages acquired/level
- Proposed course of study & career goals
- Three letters of recommendation (1 from a language instructor)

UNDERGRADUATES

The same as for graduate students, except:

- Test scores not required
- Two letters of recommendation (1 language, 1 area)

❖ **10.5. Who Selects Fellows.** Annually, the MEC Director appoints a selection committee of three members to rank applications for the coming summer/academic year competitions. To guarantee continuity and compliance to regulations, the MEC Director always serves as the selection committee chair. The two other committee positions are allocated to a ME target language instructor and to either a faculty member drawn from a professional school, social sciences or humanities, or an off-campus stakeholder, such as a US Foreign Service, military officer, or other relevant government employee. In the most recent competition, the committee was composed of a social scientist (chair), an Arabic language instructor, and a retired US State Department Foreign Service officer who had extensive service in the ME. Before ranking commences, the FLAS Coordinator briefs members on priorities/regulations; each member receives a checklist of this information. All committee members have access to the online applicant files, allowing committee members to view awards simultaneously. The applicant pool is divided and ranked in four separate categories:

Undergraduate (sum & AY) and Graduate (sum & AY). Undergraduates do not compete against graduate students.

❖ **10.6. Selection Criteria Used.** Academic merit is of paramount importance, coupled with financial need as determined by applicants' expected family contribution, verified by the Federal Student Aid Report or UW Financial Aid Award Letter, required of all applicants and both based on Part F of Title IV of the HEA. In compliance with §602(e) statutory requirements, MEC gives competitive preference to applicants showing the greatest potential to engage in government service in areas of national need, as well in areas of need in education, business, and nonprofit sectors. MEC also gives competitive priority to applicants from professional schools, such as business, education, engineering, law, and public affairs to diversify the pool of talent ultimately available across a wide range of fields. Special weight is accorded those showing potential in meeting critical national security needs. Low priority is given to applicants at the advanced dissertation stage. First year language training is available only to graduate students who have acquired advanced proficiency in another language and for whom the proposed language is essential for research. Students with native fluency are ineligible. Within these priorities, MEC strives to award in a diversity of disciplines; over the course of last 4 years, MEC has awarded to students in 18 different departments. Competition for MEC-sponsored FLAS fellowships is stiff, with only approximately 1 in 5 applicants being funded. The pool of qualified applicants at MEC is sufficiently deep that MEC has absorbed unexpended summer funds from other NRCs at JSIS and institutions nation-wide.

11. COMPETITIVE PRIORITIES

❖ **11.1. Extent to Which Applicant Serves Currently Announced Priorities.** NRC activities that directly meet announced priorities are clearly listed in Table 1-A, and marked by CPP-1 or CCP-2 in the Detailed Budget. For the FLAS, this application meets 100% of Competitive Preference Priority 1 by prioritizing financial need for selection of all applicants; and meets 100% of Competitive Preference Priority 2 by awarding fellowships exclusively to priority languages.❁

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

(www.Grants.gov Part III/Other Attachments Form)

Type of Application (check all that apply)

☒ Comprehensive National Resource Center

☐ Undergraduate National Resource Center

☒ Foreign Language and Area Studies Fellowships

Federal Funds Requested

NRC Request

Year 1: \$277,406

Year 2: \$277,721

Year 3: \$281,787

Year 4: \$284,754

FLAS Request

Year 1: \$366,000

Year 2: \$366,000

Year 3: \$366,000

Year 4: \$366,000

Type of Applicant

☒ Single Institution: **University of Washington**

☐ Consortium of institutions

☐ Lead _____

☐ Partner 1 _____

☐ Partner 2 _____

☐ Partner 3 _____

NRC (Center, Institute, Program) Focus

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

☐ AFRICA

☐ CANADA

☐ EAST ASIA/PAN ASIA

☐ EUROPE

☐ INTERNATIONAL

☐ LATIN AMERICA and the CARIBBEAN

☒ **MIDDLE EAST**

☐ PACIFIC ISLANDS

☐ RUSSIA, EASTERN EUROPE, EURASIA

☐ SOUTH ASIA

☐ SOUTHEAST ASIA

☐ WESTERN EUROPE

FLAS-eligible Languages: These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

Arabic, Hebrew, Persian, Turkish

Statements to Meet §602(e) Statutory Requirements

Diverse Perspectives and Wide Range of Views in Funded Activities

It is fundamental to the mission of this Center to conduct activities that reflect diverse perspectives and initiate constructive and meaningful conversations about the Middle East. Currently composed of sixty-seven faculty in nineteen departments, the Center builds and sustains educational programming spanning a geographical region from North Africa to Afghanistan. Proposed Center activities build on the talent of the diverse personnel that compose the Center's faculty and include courses, presentations, workshops, and research on the Middle East. These activities are led by expert practitioners drawn from a broad spectrum of fields including academic, governmental, military, diplomatic, business, legal, and non-profit representing the widest possible range of perspectives, disciplines, and careers. Through the very diversity that the faculty-affiliates of the Middle East Center represent, students and the general public are regularly exposed to perspectives across the spectrum of volatile issues that comprise conversation about the region. Activities in the current proposal are designed to increase capacity in a diverse range of fields and professions, such as education, business, law, and security; support and strengthen area and language curriculum on the Middle East at the K-12 level, regional community colleges, and the University of Washington; conduct research and offer public presentations on the effects of revolution in North Africa and the Middle East; and develop cross-cultural training workshops introducing the Middle East to K-12 educators and administrators and key local and state governmental agencies, medical, first responders and regional military units. Proposed area courses in cybersecurity, multi-sector entrepreneurship, business trends, international humanitarian law, and cross-cultural education are taught by a wide range of practitioners from national security, military, corporate, legal, and non-profit sectors and are designed to broaden student exposure to diverse perspectives and to develop career-ready skills of critical national need. Given the Center's diverse faculty and their varied interests, disciplines, and perspectives, the activities proposed ensure a broad range of discussion that will cut across disciplines, scholarly levels, and general public opinion.



MIDDLE EAST CENTER

UNIVERSITY *of* WASHINGTON

Henry M. Jackson School
of International Studies

Government Service in Areas of National Need and in Other Employment

The Middle East Center, University of Washington, encourages government service in areas of national need, as well as key sectors of American society, such as education, business, and nonprofit. The Center's career placement figures clearly demonstrate its commitment to this US/Ed requirement. Over the past ten years, the Center has a sterling record of career placements in designated areas of need: for example, 80% of students in the Near & Middle East Interdisciplinary Ph.D. program secured careers in education, and 29% of the students in the Middle East Studies M.A. program entered government service (intelligence and foreign service, primarily). Over the past four years, 73% of Middle East Center FLAS awardees have indicated a preference for pursuing government service. In addition to encouraging and preparing students for service in government careers, the Middle East Center also commits to working to increase the numbers of students in the business, nonprofit and education sectors with area expertise in the Middle East. These employment sectors are addressed by initiating new courses and training sessions in these fields. Highlights of the efforts to improve skills in and increase interest in designated critical employment sectors include cross-cultural training workshops for pre-service teachers, courses on conducting business in the Middle East, understanding and countering Middle East cybersecurity threats, applying concepts of international humanitarian law in the Middle East, and tools for building multi-sector entrepreneurship in the Middle East, as well as study-tour options in the Persian Gulf for business students. These courses and initiatives will strengthen the pool of talent this Center produces in areas of need. By placing high priority in the awarding of FLAS fellowships on students who show the greatest potential for pursuing careers in government, education, business and nonprofit sectors, the Center further strengthens national capacity in designated areas of need. The Center also promotes and encourages student participation in the wide array of career planning and counseling opportunities, including participation in the "UW Making a Difference: Careers in Government Service," US/State Department's "Diplomacy Lab," Public Service Opportunities Career Fair, and employer speaker sessions, which have featured presenters from the US State Department, EPA, CIA, NSA, Peace Corps, GAO, nonprofits, and NGOs, including World Vision, Doctors without Borders, and the Bill & Melinda Gates Foundation.



MIDDLE EAST CENTER

UNIVERSITY *of* WASHINGTON

Henry M. Jackson School
of International Studies

APPENDIX A
CURRICULUM VITA AND
POSITION DESCRIPTIONS

APPENDIX A

CURRICULUM VITAE AND POSITION DESCRIPTIONS

NAME	RANK	DEPARTMENT	% OF TIME RELEVANT TO PROGRAM	PAGE
TEACHING PERSONNEL				
Ahmed, Khalid	Lecturer	Near East Langs. & Civ.	100%	B-3
Ahuvia, Mika	Assistant Professor	International	80%	B-3
Alavi, Samad	Assistant Professor	Near East Langs. & Civ.	100%	B-4
Andrews, Walter	Research Professor	Near East Langs. & Civ.	100%	B-4
Arar, Rawan	Assistant Professor	Law, Societies & Justice	100%	B-5
Bacharach, Jere	Professor Emeritus	History	100%	B-5
Basic, Denis	Lecturer	International	100%	B-6
Benson, Susan	Lecturer	Near East Langs. & Civ.	100%	B-6
Bet-Shlimon, Arbella	Assistant Professor	History	100%	B-7
Beyer, Jessica	Lecturer	International	50%	B-7
Chirot, Daniel	Professor	International/Sociology	30%	B-8
Coates Ulrichsen, Kristian	Affiliate Professor	International	100%	B-8
Dana, Karam	Associate Professor	International	100%	B-9
DeYoung, Terri	Professor	Near East Langs. & Civ.	100%	B-9
Elkhafaifi, Hussein	Associate Professor	Near East Langs. & Civ.	100%	B-10
Fenner, David	Affiliate Instructor	International	100%	B-10
Friedman, Kathie	Associate Professor	International	75%	B-11
Goldberg, Ellis	Professor Emeritus	Political Science	100%	B-11
Gough, Heidi	Associate Professor	Environmental Engineering	25%	B-12
Halperin, Liora	Associate Professor	International	75%	B-12
Heer, Nicholas	Professor Emeritus	Near East Langs. & Civ.	100%	B-13
Holmes-Eber, Paula	Affiliate Professor	International	100%	B-13
Hosein, Hanson	Associate Professor	Communications	25%	B-14
Howard, Philip	Professor	Communications	50%	B-14
Huwe, Ruth	Lecturer	Business	25%	B-15
Jones, Chris	Associate Professor	International	40%	B-15
Joshel, Sandra	Professor	History	25%	B-16
Kasaba, Reşat	Professor	International/Sociology	100%	B-16
Kaviani, Khodadad	Associate Professor	Education	100%	B-17
Kayaoglu, Turan	Associate Professor	International	100%	B-17
Khazzam-Horovitz, Hadar	Lecturer	Near East Langs. & Civ.	100%	B-18
Kier, Elizabeth	Associate Professor	Political Science	40%	B-18

NAME	RANK	DEPARTMENT	% OF TIME RELEVANT TO PROGRAM	PAGE
Kuru, Selim	Associate Professor	Near East Langs. & Civ.	100%	B-19
Lombardi, Clark	Professor	Law	75%	B-19
Long, James	Assistant Professor	Political Science	50%	B-20
Lorenz, Frederick	Senior Lecturer	International/Law	100%	B-20
McLaren, Brian	Professor	Built Environments	50%	B-21
Martin, Gary	Lecturer	Near East Langs. & Civ.	100%	B-21
Mawkanuli, Talant	Lecturer	Near East Langs. & Civ.	100%	B-22
Mayerfeld, Jamie	Professor	Political Science	30%	B-22
Menaldo, Victor	Associate Professor	Political Science	25%	B-23
Migdal, Joel	Professor	International/Poli Sci	100%	B-23
Mokdad, Ali	Professor	Global Health	60%	B-24
Murray, James	Professor	Oceanography	80%	B-24
Naar, Devin	Associate Professor	International/History	80%	B-25
Nahon, Karin	Associate Professor	Information	50%	B-25
Osanloo, Arzoo	Associate Professor	Anthropology/Law, Justice	100%	B-26
Perez, Michael	Senior Lecturer	Anthropology	100%	B-27
Pianko, Noam	Associate Professor	International/Jewish Studies	100%	B-27
Prakash, Vikram	Associate Professor	Built Environments	25%	B-28
Radnitz, Scott	Associate Professor	International	30%	B-28
Robinson, Cabeiri	Associate Professor	International	60%	B-29
Romano, Tovi	Lecturer	Near East Langs. & Civ.	100%	B-29
Salehi-Esfahani, Haideh	Senior Lecturer	Economics	60%	B-30
Schuyler, Philip	Professor Emeritus	Ethnomusicology	100%	B-30
Selover, Stephanie	Assistant Professor	Near East Langus. & Civ.	100%	B-31
Shams, Shahrzad	Lecturer	Near East Langs. & Civ.	100%	B-31
Sokoloff, Naomi	Professor	Near East Langs. & Civ.	100%	B-32
Walker, Joel	Associate Professor	History	100%	B-32
Ward, Mark	Lecturer	International	75%	B-33
Wellman, James	Professor	Interntional/Comp Relig	50%	B-33
Williams, Michael	Professor	International/Comp Relig	100%	B-34
Williams, Nathalie	Associate Professor	International	50%	B-34
Yücel Koç, Melike	Lecturer	Near East Langs & Civ.	100%	B-35
Zafer, Hamza	Assistant Professor	Near East Langs. & Civ.	100%	B-35
NON-TEACHING PERSONNEL				
Davis, Robyn	FLAS Coordinator	Middle East Center	100%	B-36
Hecker, Felicia	Associate Director	Middle East Center	100%	B-36
St. Germain, Mary	Head, Near East Unit	Suzzallo Library	100%	B-37

AHMED, KHALID

Department	Near Eastern Languages & Civilization
Tenure status	Lecturer full time (non tenure-track)
Education	B.A. 1994 Sana'a University, Yemen
Academic experience	Arabic Language Instructor
Overseas experience	Yemen and Gulf states
Foreign languages	Arabic-5
Pedagogy training	Startalk training, Western Consortium pedagogy training, UW NELC language pedagogy and methods classes
Percent of time to program	100%
Selected courses	Beginning Arabic Intermediate Arabic Current Issues in the Arab Media
Research/teaching specializations	Arabic pedagogy, curriculum development, listening skills acquisition, formative assessment
Recent publications	
MA/PhD supervised in last 5 years	not eligible
Distinctions	ACTFL OPI fully trained

AHUVIA, MIKA

Department	Jackson School of International Studies
Tenure status	Assistant professor (tenure-track)
Education	Ph.D. 2014 Princeton University M.A. 2008 University of Michigan B.A. 2005 Rollins College
Academic experience	Jackson School Faculty Council member, Jewish Studies Program Coordinator, Chair Jewish Studies Curriculum Committee
Overseas experience	Israel
Foreign languages	Hebrew-3; Reading for research purposes: Biblical and Mishnaic Hebrew, Aramaic, Classical Greek, Latin
Percent of time to program	80%
Selected courses	Gender, Sex, and Religion Introduction to Judaism Heretics, Heroes, and Radicals: Early Judaism and Christianity
Research/teaching specializations	Jewish history, rabbinic literature, second temple Judaism, ancient Jewish magic, Jewish liturgy, Greco-Roman archaeology, New Testament and early Christianity, Hebrew Bible
Recent publications	2018 "The Daughters of Israel: An analysis of the Term in Late Jewish Sources," <i>Jewish Quarterly Review</i> 108.1. 2016 "The Dynasty of the Jewish Patriarchs by Alan Appelbaum (review)" in <i>Journal of Early Christian Studies</i> , 24.2 (John Hopkins University Press) 2015 "'You also were Strangers': A Plea to Help Global Refugees," in <i>The Jewish News Weekly of Northern California</i> , 119.37 (Jewish Bulletin)
MA/PhD supervised in last 5 years	3
Distinctions	2016: Marsha and Jay Glazer Endowed Chair in Jewish Studies 2014: Foundation for Jewish Culture's Maurice and Marilyn Cohen Doctoral Dissertation Fellowship in Jewish Studies

Language Competency Modified IRL/ACTFL Scale: 1-Intermediate, 2-Advanced, 3-Superior, 4-Distinguished, 5-Native

ALAVI, SAMAD J.

Department	Near Eastern Languages & Civilization
Tenure status	Assistant Professor (tenure-track)
Education	Ph.D. 2013 University of California-Berkeley M.A. 2006 University of Chicago B.A. 2001 University of Georgia
Academic experience	Presentations at Oxford, MESA, AIS-Turkey
Overseas experience	Iran, Tajikistan research and training
Foreign languages	Persian-4, Arabic-4, Spanish-3, French-1, German-1
Pedagogy training	Startalk curriculum design
Percent of time to program	100%
Selected courses	Advanced Persian language Voices of the Iranian Revolution Prayer and Poetry in the Jewish and Islamic Traditions
Research/teaching specializations	Iranian political poetry, Persian satire, modern Iranian politics
Recent publications	Forthcoming. <i>Poetry and Revolution: Political Struggle in Modern Persian Literature</i> (m.s. under contract with I.B. Tauris). 2017 Review of <i>Standing on Earth</i> by Mohsen Emadi (Phoneme Media). <i>World Literature in Review</i> August 2017. 2017 Review of "Iranian Film and Persian Fiction," by M.R. Ghanoonparvar in <i>Arab Studies Journal</i> 25.1 2015 "Living in Lyric: The Task of Translating a Modern <i>Ghazal</i> ," in <i>Persian Language, Literature, and Culture</i> , edited by Kamran Talattof (Routledge, New York).
MA/PhD supervised in last 5 years	3
Distinctions	2014-17: Associate Editor, Journal of the Association for Iranian Studies 2014-2016: Executive Secretary, American Association of Teachers of Persian

ANDREWS, WALTER

Department	Near Eastern Languages and Civilization
Tenure status	Research Professor (non-tenured)
Education	Ph.D. 1961 Carleton College M.A. 1965 University of Michigan-Ann Arbor B.A. 1970 University of Michigan-Ann Arbor
Academic experience	Annual presentations at MESA
Overseas experience	Frequent research/study in Turkey
Foreign languages	Modern Turkish-4, Ottoman-3, French-2, German-2
Percent of time to program	100%
Selected courses	Turkish Literature in translation Introduction to Digital Humanities Advanced Turkish
Research/teaching specializations	Modern Turkish and Ottoman language and literature
Recent publications	2016 <i>Diary 49 of 1899</i> , by J. Svoboda, web-based materials (Newbook Digital Texts in the Humanities). 2013 <i>From Bagdad to Paris: 1897</i> , by A. Svoboda, web-based materials (University of Washington Press). 2012 <i>Sevgililer Gagi</i> (translation and revision of <i>The Age of the Beloveds</i>) (Yepi Kredi Yayinlari).
MA/PhD supervised in last 5 years	15
Distinctions	2018: Undergraduate Mentor Award, UW

Language Competency Modified IRL/ACTFL Scale: 1-Intermediate, 2-Advanced, 3-Superior, 4-Distinguished, 5-Native

ARAR, RAWAN

Department	Law, Societies & Justice
Tenure status	Assistant Professor (tenure-track)
Education	Ph.D. 2018 University of California, San Diego M.A. 2013 University of California, San Diego M.A. 2010 University of Texas, Austin B.A. 2008 University of Texas, San Antonio
Academic experience	Research assistant, UCSD; multiple lectures & presentations
Overseas experience	Research in Middle East
Foreign languages	Arabic-5, Spanish-1
Percent of time to program	100%
Selected courses	International Refugee Law and Policies Islam, Immigrant Integration, and Women's Rights Peace, Conflict Resolution, and Transitional Justice
Research/teaching specializations	International migration, refugee studies, inequality, race and ethnicity, gender, human rights, conflict and post-conflict societies
Recent publications	Forthcoming. "The Sociology of Refugee Migration" with Fitzgerald, David. <i>Annual Review of Sociology</i> 44. Forthcoming. "The New Grand Compromise: How Syrian Refugees Changed the Stakes in the Global Refugee Assistance Regime," <i>Journal of Middle East Law and Governance</i> . 2017 "International Solidarity and Ethnic Boundaries: Using the Israeli-Palestinian Conflict to Strengthen Ethnic-National Claims in Northern Ireland," <i>Nations and Nationalism</i> 23.4: 856-877.
MA/PhD supervised in last 5 years	
Distinctions	2017: National Science Foundation Doctoral Dissertation Grant 2017: Marye Anne Fox Endowed Fellowship Fund Dissertation Fellowship 2017: American Center for Oriental Research Grant

BACHARACH, JERE

Department	History
Tenure status	Professor Emeritus (post-tenure)
Education	Ph.D. 1967 University of Michigan-Ann Arbor M.A. 1962 Harvard University B.A. 1960 Trinity College
Academic experience	Past chair of History-UW; former director of JSIS-UW; many international presentations
Overseas experience	Frequent extended research/study in Egypt
Foreign languages	Arabic-2, French-1
Percent of time to program	100%
Selected courses	Modern Middle East History Medieval Middle East History
Research/teaching specializations	Political history of the Middle East, numismatics, Islamic art
Recent publications	2015 <i>Islamic History through Coins: An Analysis and Catalogue of Tenth-Century Ikhshidid Coinage (Revised Edition)</i> , (AUC Press). 2015 "Irene 'Renie' A. Bierman-McKinney 1942-2015" in <i>Review of Middle East Studies</i> 49.1. 2014 "Material Evidence and Narrative Numismatic Evidence" in <i>Inter-disciplinary Studies of the History of Islamic Societies</i> (Brill).
MA/PhD supervised in last 5 years	not eligible
Distinctions	2011-14: P.I., ARCE Historical Signage Project 2008-10: Mellon Foundation, Emeritus Fellow

Language Competency Modified IRL/ACTFL Scale: 1-Intermediate, 2-Advanced, 3-Superior, 4-Distinguished, 5-Native

BASIC, DENIS

Department	Jackson School of International Studies
Tenure status	Lecturer
Education	Ph.D. 2009 University of Washington
	M.A. 1992 University of Vienna
	B.A. 1991 University of Sarajevo
Academic experience	2009-present: UW
Overseas experience	extensive research in southeastern Europe
Foreign languages	Bosnian/Croatian-3, German-3, French-3, Arabic-2, Turkish-2, Persian-2
Percent of time to program	100%
Selected courses	Introduction to the Modern Middle East The Middle East in the Modern World Religion, Violence and Peace: Patterns Across Time and Tradition
Research/teaching specializations	Cultural Anthropology, International Relations, Human Rights, History of Religion
Recent publications	Forthcoming. <i>A Faithville Almanac of Biblical and Folk Medicine</i> . (MS in progress). 2009 "The Roots of Religious, Ethnic, and National Identity of the Bosnian-Herzegovinan Muslims," (Diss. University of Washington).
MA/PhD supervised in last 5 years	not eligible
Distinctions	2018: Mortar Board Excellence in Teaching Award 2016: Nominated for UW Distinguished Teaching Award

BENSON, SUSAN

Department	Near Eastern Languages and Civilization
Tenure status	Lecturer (non-tenured)
Education	M.A. 1983 University of Utah
	B.A. 1979 University of Utah
Academic experience	
Overseas experience	Research/study in Libya
Foreign languages	Arabic-4, Persian-3, Spanish-3
Pedagogy training	NMELRC, Western Consortium workshops, NELC pedagogy classes
Percent of time to program	100%
Selected courses	Elementary Arabic Conversational Arabic Arab Cinema Introduction to Arab Culture Introduction to Iranian Culture
Research/teaching specializations	Modern Standard Arabic pedagogy, second language acquisition
Recent publications	2008 "Teaching Listening Comprehension to Persian Heritage Language Learners" (Middle East Studies Association Annual Meeting) 2006 <i>Professional Standards for Arabic Teachers</i> (Lawrence Erlbaum Association)
MA/PhD supervised in last 5 years	not eligible
Distinctions	2017: Campus reviewer for Fulbright Scholarships 2011-13: Campus reviewer for Boren Scholarships 2011: Seattle Arab Festival Board & Planning Committee

Language Competency Modified IRL/ACTFL Scale: 1-Intermediate, 2-Advanced, 3-Superior, 4-Distinguished, 5-Native

BET-SHLIMON, ARBELLA

Department	History
Tenure status	Assistant Professor (tenure track)
Education	Ph.D. 2012 Harvard
	M.A. 2006 Michigan
	B.A. 2003 University of Washington
Academic experience	
Overseas experience	Iraq, 2009-2010
Foreign languages	Arabic-4, French-2, Turkish-2
Percent of time to program	100%
Selected courses	Modern Middle East Identity and Politics in the Modern Middle East: Nation, Religion, Conflict Modern Persian Gulf
Research/teaching specializations	Modern Middle East history, Iraq, Gulf, Urban history, and oil in the Middle East
Recent publications	2017 "State-Society Relations in the Urban Spheres of Baghdad and Kirkuk, 1920-58," in <i>State and Society in Iraq</i> , ed. by B. Isakhan et al (Tauris), pp. 50-68. 2015 "Roundtable: Perspectives on Researching Iraq Today," in <i>Arab Studies Journal</i> 23.1 2015 "Book Review New Babylonians: A History of Jews in Modern Iraq, Orit Bashkin," in <i>International Journal of Middle East Studies</i> 47
MA/PhD supervised in last 5 years	none yet
Distinctions	2017: Recipient, 2017 UW Distinguished Teaching Award 2011: Certificate of Distinction in Teaching, Harvard

BEYER, JESSICA

Department	Henry M. Jackson School for International Studies
Tenure status	Lecturer
Education	Ph.D. 2011 University of Washington
	M.A. 2005 University of Washington
	B.A. 1999 University of Washington
Academic experience	Research Scientist, Technology & Social Change Group, Information School, University of Washington
Overseas Experience	Study in U.K.
Foreign Languages	
Percent of time to program	50%
Selected courses	Cybersecurity U.S. Policy and International Cybersecurity Norms Cybersecurity, Activism, and Ordinary People
Research/teaching specializations	Cybersecurity issues, non-state actors and international security.
Recent publications	2017 "Trolling Scholars Debunk the Idea That the Alt-Right's Shitposters Have Magic Powers," on motherboard.vice.com. 2016 "Who is hacking U.S. election databases and why are they so difficult to identify?" on Reuters.com. 2015 "Piracy & Social Change You Are Not Welcome Among Us: Pirates and the State," in <i>International Journal of Communication</i> vol. 9.
MA/PhD supervised in last 5 years	
Distinctions	2012: Association of Internet Researcher's Dissertation Award.

Language Competency Modified IRL/ACTFL Scale: 1-Intermediate, 2-Advanced, 3-Superior, 4-Distinguished, 5-Native

CHIROT, DANIEL

Department	Jackson School of International Studies and Sociology
Tenure status	Professor (tenured)
Education	Ph.D. 1973 Columbia University B.A. 1964 Harvard University
Academic experience	Conference presentations nationally and internationally
Overseas Experience	Germany, Bosnia, Romania
Foreign Languages	French-3, Romanian-2, German-2
Percent of time to program	30%
Selected courses	American Foreign Policy Dilemmas Origins of the Global System Peace, Violence, and Security Seminar American Policy and the New Economic Order
Research/teaching specializations	Political sociology, ethnic conflict, social change, terrorism
Recent publications	2018 "The War against Modernity: The Theology and Politics of Contemporary Muslim Extremism," <i>Russian Journal of Independent Science</i> . 2016 <i>The Shape of the New: Four Big Ideas That Made the Modern World</i> (Princeton University Press).
MA/PhD supervised in last 5 years	10
Distinctions	2015: <i>The Shape of the New</i> , NYT notable 100 books 2015: <i>The Shape of the New</i> , Bloomberg News Outstanding Book

COATES ULRICHSEN, KRISTIAN

Department	Jackson School of International Studies
Tenure status	Affiliate Professor
Education	Ph.D. 2005 University of Cambridge M.A. 2002 University of Cambridge B.A. 2000 University College London
Academic experience	2008-12: Fellow London School of Economics; 2012--Associate Fellow Royal Institute-Chatham House; 2013--: Baker Institute, Rice Univ.; 2015--: Non-Resident Fellow, TRENDS Research and Advisory
Overseas experience	Extensive research in Gulf
Foreign languages	Arabic-2, French-2, Greek-2
Percent of time to program	100%
Selected courses	Politics of the Middle East, Comparative Politics Reassessing the Arab Spring
Research/teaching specializations	Politics and security in the Gulf, globalization in the Gulf States, Kuwait and the knowledge economy,
Recent publications	2017 "Can Saudi Arabia Bridge Its Generation Gap?" in <i>World Politics Review</i> . 2017 "Iran-UAE Relations," in <i>Security and Bilateral Issues between Iran and its Arab Neighbours</i> , ed. by Ehteshami et al. (Palgrave Macmillan). 2016 <i>The United Arab Emirates: Power, Politics & Policy-Making</i> , (Routledge).
MA/PhD supervised in last 5 years	not eligible
Distinctions	2015--: Non-Resident Fellow, TRENDS Research and Advisory 2013--: Fellow for Middle East, Baker Institute for Public Policy, Rice Univ. 2012--: Associate Fellow, Royal Institute of International Affairs-Chatham House

Language Competency Modified IRL/ACTFL Scale: 1-Intermediate, 2-Advanced, 3-Superior, 4-Distinguished, 5-Native

DANA, KARAM

Department	Interdisciplinary A&S-Bothell Campus
Tenure status	Associate Professor (tenured)
Education	Ph.D. 2009 University of Washington M.A. 2003 University of Washington B.A. 2002 University of Washington
Academic experience	2009-11: post-doc Harvard; 2010-11 lecturer Tufts; 2010-12: research fellow Harvard; 2012 onward-UW
Overseas experience	Israel, Jordan, Palestine
Foreign languages	Arabic-4, Turkish-2, Ottoman-2, Hebrew-2
Percent of time to program	100%
Selected courses	Politics of the Arab Spring Middle East Politics
Research/teaching specializations	Comparative politics of the Middle East; state-society relations; Islam and Muslims in the West; Arab and Muslim public opinion
Recent publications	2017 "Anti-Western Feelings in the Arab World and the Role of Exposure to the West: Rethinking Connections Through Public Opinion," in <i>Territory, Politics, Governance</i> 2016 "Confronting Injustice Beyond Borders: Palestinian Identity and Nonviolent Resistance," in <i>Politics, Groups, and Identities</i> .
MA/PhD supervised in last 5 years	not yet/hired in 2012
Distinctions	2018: Distinguished Teaching Award, UW-Bothell 2015: Simpson Center for the Humanities Funding Award

DeYOUNG, TERRI

Department	Near Eastern Languages and Civilization
Tenure status	Professor (tenured)
Education	Ph.D. 1987 University of California-Berkeley M.A. 1981 American University in Cairo B.A. 1977 Princeton University
Academic experience	1990-92: Asst. Professor, Yale University; 1988-89: Asst. Professor, Rhodes College
Overseas experience	Research in Egypt, Syria, Morocco
Foreign languages	Modern Standard Arabic-4, Egyptian Colloquial Arabic-2, Persian-2
Pedagogy training	ACTFL trained
Percent of time to program	100%
Selected courses	Modern Arabic Prose and Poetry, Classical Arabic Literature in Translation
Research/teaching specializations	Modern and classical Arabic literature, modern standard Arabic language pedagogy, comparative literature, post-colonial literary theory
Recent publications	2017 "Ibn Hazm: Friendship, Love and the Quest for Justice" in <i>Arabic Literature for the Classroom</i> ed. by Muhsin Musawi (Routledge) 2017 "Disguises of the Mind: Recent Palestinian Memoirs," in <i>Review of Middle East Studies</i> (51.1): 5-21. 2015 <i>Mahmud Sami al-Barudi: Reconfiguring Society and the Self</i> (Syracuse University Press).
MA/PhD supervised in last 5 years	6
Distinctions	2017-Present: Associate Editor, <i>Review of Middle East Studies</i> 2015-Present: Member, Editorial Board, <i>Modern Language Quarterly</i> 2015: 2nd Place, Sheikh Hammad First Annual Translation Award

Language Competency Modified IRL/ACTFL Scale: 1-Intermediate, 2-Advanced, 3-Superior, 4-Distinguished, 5-Native

ELKHAFIFI, HUSSEIN

Department	Near Eastern Languages and Civilization
Tenure status	Associate Professor (tenured)
Education	Ph.D. 1985 University of Utah M.A. 1977 University of Utah B.A. 1971 University of Libya
Overseas experience	Research and study in Libya, Egypt, Syria
Foreign languages	Arabic-5, French-2, Hebrew-1, Turkish-1
Pedagogy training	ACTFL, DLP
Percent of time to program	100%
Selected courses:	Modern Standard Arabic, levels I-III Culture of the Arab World, Arab Cinema
Research/teaching specializations	Modern Standard Arabic pedagogy, Arabic grammatical tradition, language teacher training, listening comprehension, learning strategies, language policy applied linguistics
Recent Publications	2017 "Language Planning in the Arab World in an Age of Anxiety," in Cambridge Handbook of Arabic Linguistics ed. by Karin Ryding et al. 2015 "Linguistic and Cultural Needs of Arabic Heritage Learners," in <i>Dawr al-Maharat al-Lughwiyya fi Talim al-Lugha</i> ed. by M. al-Qada et al.
MA/PhD supervised in last 5 years	8
Distinctions	2017-2019: ACTFL/ILR Oral Proficiency Tester Certification for Libyan Arabic 2016: Elected Head of the Arabic Section of the American Association of University Supervisors, Coordinators, and Directors of Language Programs 2015: Editorial Board, <i>Al-Arabiyya: Journal of the American Association of Teachers of Arabic</i>

FENNER, DAVID

Department	Jackson School of International Studies
Tenure status	Affiliate Instructor
Education	M.A. 1979 University of Washington
Academic experience	2000-07: Asst. Vice Provost, International Education, University of Washington; Founding director, World Learning Center, Oman.
Overseas experience	Oman, Egypt, Russia
Foreign languages	Arabic-3, Russian-3
Percent of time to program	100%
Selected courses:	Perspectives on Muslim Immigration in Europe
Research/teaching specializations	Islam, Middle East conflicts, migration from Muslim-majority countries, Gulf states
Recent Publications	2016 Bridging Cultures Resource Guide (publication of the UW Middle East Center)
MA/PhD supervised in last 5 years	not eligible
Distinctions	Lead Presenter, Bridging Cultures Project, Middle East Center, Jackson School of International Studies, University of Washington. 2015-17: Member of Humanities Washington Speakers Bureau

Language Competency Modified IRL/ACTFL Scale: 1-Intermediate, 2-Advanced, 3-Superior, 4-Distinguished, 5-Native

FRIEDMAN, KATHIE

Department	Jackson School of International Studies
Tenure status	Associate Professor
Education	Ph.D. 1991 State University of New York-Binghamton M.A. 1979 State University of New York-Binghamton B.A. 1976 Michigan State University
Academic experience	Chair, Jewish Studies Program, UW; Chair, MAIS Program, Jackson School of International Studies, UW; numerous committees, UW.
Overseas experience	Extensive travel and research in Turkey
Foreign languages	French-2, Russian-2, Turkish-1
Percent of time to program	75%
Selected courses:	Immigration Forced Migrations Diasporas, Ethnicity, and Memory
Research/teaching specializations	Comparative Immigration, Forced Migrations and Refugees, Global Diasporas and Transnationalism, Jewish Women's Studies, Contemporary Jewish American Identities
Recent Publications	Forthcoming. <i>The Afterlife of Ethnic Cleansing: Memory, Identity, and Belonging in America's Bosnian Refugee Diaspora</i> (m.s. in progress). 2012 Review of <i>Jewish Citizenship in France: The Temptation of Being among One's Own</i> by D. Schnapper et al., (Transaction Publishers) in <i>Contemporary Sociology</i> 41.2
MA/PhD supervised in last 5 years	5
Distinctions	2016: Jackson Foundation Award: Global Migration Crisis

GOLDBERG, ELLIS

Department	Political Science
Tenure status	Professor Emeritus (post-tenure)
Education	Ph.D. 1983 University of California-Berkeley M.A. 1978 University of California-Berkeley B.A. 1967 Harvard University
Academic experience	Former Director, MEC; Chair, NMES; numerous conferences
Overseas experience	Research and study in Egypt
Foreign languages	Arabic-4, French-2
Percent of time to program	100%
Selected courses	Government and Politics of the Middle East, Arab-Israeli Conflict
Research/teaching specializations	Comparative Middle East politics, international relations
Recent publications	2016 Review of <i>Ancient Religions, Modern Politics: The Islamic Case in Comparative Perspective</i> , by Michael Cook, (Princeton University Press) in <i>Journal of Church and State</i> 58.2. 2015 "Courts and Police in Revolution," in <i>Adelphi Series</i> 55.453-454. 2011-- Nisralnasr.blogspot.com (145,000+ views)
MA/PhD supervised in last 5 years	12
Distinctions	2014: Fellow, Institute for the Transregional Study of the Contemporary Middle East, North Africa and Central Asia (TRI), Princeton University 2013: Inaugural Kuwait Foundation Visiting Scholar, Kennedy School of Government, Harvard University 2012: Guggenheim Fellow

Language Competency Modified IRL/ACTFL Scale: 1-Intermediate, 2-Advanced, 3-Superior, 4-Distinguished, 5-Native

GOUGH, HEIDI

Department	Environmental Engineering
Tenure status	Associate Professor (tenure-track)
Education	Ph.D. 2004 Northwestern University M.S. 1998 Northwestern University B.S. 1993 Northwestern University
Academic experience	Civil engineering conferences and women in STEM conferences
Overseas experience	Jordan: annual summer field work
Foreign languages	French-2
Percent of time to program	30%
Selected courses	Water in an Arid Land: The Engineered Water Cycle in Jordan Wastewater Treatment and Reuse
Research/teaching specializations	Wastewater treatment, water treatment and reuse in Middle East
Recent publications	2017 "Earthworms (<i>Eisenia fetida</i>) Demonstrate Potential for Use in Soil Bioremediation by Increasing the Degradation Rates of Heavy Crude Oil Hydrocarbons," in <i>Science of The Total Environment</i> , Volume 580. 2016 "Bioaugmentation," in <i>Hydrocarbon and Lipid Microbiology Protocols</i> . Part of the series Springer Protocols Handbooks.
MA/PhD supervised in last 5 years	3
Distinctions	2016: Amazon Catalyst Fellow, University of Washington 2012--: Study abroad program coordinator - Jordan: Water in an Arid Land 2013: Funding Committee Member, Women's Water Nexus

HALPERIN, LIORA

Department	Jackson School of International Studies
Tenure status	Associate Professor
Education	Ph.D. 2011 University of California, Los Angeles M.A. 2007 University of California, Los Angeles B.A. 2005 Harvard University
Academic experience	2013-15: Assistant/Endowed Professor, University of Colorado, Boulder
Overseas experience	Israel
Foreign languages	Hebrew-4; Modern Standard Arabic-4; Spanish-1
Percent of time to program	100%
Selected courses	Israel in Global Context; Nationalism and Collective Memory
Research/teaching specializations	Modern Jewish history, modern Middle Eastern history, history of Zionism and Jewish nationalism, Jewish languages and language politics, history of the Yishuv, Palestine, and the State of Israel,
Recent publications	2016 "Majority and Minority Languages in the Middle East: The Case of Hebrew in Mandate Palestine," in <i>Minorities and the Arab World</i> , ed. Laura Robson (Syracuse University Press). 2015 <i>Babel in Zion: Jews, Nationalism, and Language Diversity in Palestine, 1920-1948</i> (Yale University Press). 2015 "A Murder in the Grove: Conceptions of Justice in an Early Zionist Colony," in <i>Journal of Social History</i> 49.2.
MA/PhD supervised in last 5 years	none yet/hired 2017
Distinctions	2016-17: Institute Fellow in seminar on "Israeli Histories, Cultures, and Societies in Comparative Perspective," University of Michigan, Frankel Institute for Advanced Judaic Studies 2016-17: Residential Faculty Fellowship, Telluride Association Scholarship House, University of Michigan

Language Competency Modified IRL/ACTFL Scale: 1-Intermediate, 2-Advanced, 3-Superior, 4-Distinguished, 5-Native

HEER, NICHOLAS

Department	Near Eastern Languages and Civilization
Tenure status	Professor Emeritus (post-tenure)
Education	Ph.D. 1955 Princeton University B.A. 1949 Yale University
Academic experience	Former chair, NELC
Overseas experience	Extensive research/study in Saudi Arabia
Foreign languages	Arabic-4, French-2, German-1
Percent of time to program	100%
Selected courses	Independent study for advanced students only--Arabic, Islamic law, and Arabic translation
Research/teaching specializations	Islamic law, Arabic translation, Arabic language and literature
Recent publications	2016 "Farhat J. Ziadeh 1917–2016," in <i>Review of Middle East Studies</i> 50.2 2012 "Al-Abhari and al-Maybudi on God's Existence" in <i>Anthology of Philosophy in Persia</i> Vol IV, edited by S.H. Nasr. 2012 <i>A Concise Handlist of Jawi Authors and Their Works</i> , version 2.3 (online resource). 2010 <i>Three Early Sufi Texts</i> (Fons Vitae).
Distinctions	

HOLMES-EBER, PAULA

Department	Jackson School of International Studies
Tenure status	Affiliate Professor
Education	Ph.D. 1991 Northwestern University M.A. 1985 Northwestern University B.A. 1980 Dartmouth College
Academic experience	Numerous presentations: Marine Corps University
Overseas experience	North Africa, Gulf
Foreign languages	Arabic-2+, Tunisian Arabic-2+, French-1, German-1
Percent of time to program	100%
Selected courses	Women and Family in the Middle East Arab Spring: Causes and Consequences Culture and Conflict in the Middle East
Research/teaching specializations	Culture and conflict, North Africa, Middle East social networks, cross-cultural competency
Recent publications	2016 "U.S. Marines' Attitudes Regarding Cross-Cultural Capabilities in Military Operations: A Research Note" in <i>Armed Forces & Society</i> 42.4. 2016 "Dealing with Cultural Differences," in <i>Effective Civil-Military Interaction in Peace Operations</i> , edited by S. Rietjens and G. Lucius (Springer International Publishing). 2014 <i>Culture in Conflict: Irregular Warfare, Culture Policy and the Marine Corps</i> , (Stanford University Press)
MA/PhD supervised in last 5 years	not eligible
Distinctions	

Language Competency Modified IRL/ACTFL Scale: 1-Intermediate, 2-Advanced, 3-Superior, 4-Distinguished, 5-Native

HOSEIN, HANSON

Department	School of Communications
Tenure status	Associate Professor (tenured)
Education	J.D. 1993 McGill University
	LLB 1993 University of Paris
	M.S. 1994 Columbia University
	B.S. 1989 University of Western Ontario
Overseas experience	1997-2001 NBC News Middle East Producer 2003-4: Iraq, embedded war correspondent,
Foreign languages	French-2, Arabic-1
Percent of time to program	25%
Selected courses	Strategies and Models for International Reporting Methodologies in Digital Media Social Production and Digital Distribution Multimedia Storytelling
Research/teaching specializations	Social media, news reporting international relations, storytelling
Recent publications	2017 Moderator, "UTURN: Turning Saudi Entertainment Upside Down" Discussion with Kaswara Al-Khatib, World Affairs Council 2015 "Why I Drop the Mic," TEDx Oregon State U talk, Web. 2011 Storyteller Uprising: Trust and Persuasion in the Digital Age (HRH Media) 2004 "Iraq Handover" comprehensive coverage for NBC News, embedded in US Army First Cavalry Division
MA/PhD supervised in last 5 years	4
Distinctions	2016: Director, Board of Directors, KUOW Public Radio 2015: Board Trustee, Executive Committee, Seattle Metropolitan Chamber of Commerce

HOWARD, PHILIP

Department	Communications
Tenure status	Professor (tenured)
Education	Ph.D. 2002 Northwestern University
	M.Sc. 1994 London School of Economics
	B.A. 1993 University of Toronto
Academic experience	2016--: Statutory professor, Oxford University; 2013--: Fellow, Columbia University Tow Center for Digital Journalism; numerous conferences
Overseas experience	Turkey, Hungary
Foreign languages	Turkish-2, French-2
Percent of time to program	40%
Selected courses	Politics Online, Comparative Media Systems, Information Societies
Research/teaching specializations	Information technology and political Islam, digital origins of dictatorship and democracy
Recent publications	2016 "Political Communication, Computational Propaganda, and Autonomous Agents — Introduction." in <i>International Journal of Communication</i> 10.9. 2015 <i>Pax Technica: How the Internet of Things May Set Us Free, Or Lock Us Up</i> (Yale University Press).
MA/PhD supervised last 5 years	14
Distinctions:	2015: European Research Council grant 2014: National Science Foundation grant 2013: Knight Foundation, "Digital Journalism and Social Media" grant Director, Project on Information Technology and Political Islam

Language Competency Modified IRL/ACTFL Scale: 1-Intermediate, 2-Advanced, 3-Superior, 4-Distinguished, 5-Native

HUWE, RUTH

Department	Foster School of Business
Tenure status	Lecturer
Education	Ph.D. 1995 University of Washington M.S. 1990 San Diego State University B.A. 1986 San Diego State University
Academic experience	Advisor and lecturer to multiple Global MBA programs, multiple conferences
Overseas experience	Program founder and leader, Business Morocco: Triple Impact Africa
Foreign languages	Spanish, Arabic
Percent of time to program	30%
Selected courses	Business, Government and Society; Leadership, Negotiations, Motivation, and Organizational Behavior
Research/training specializations	Organization development, labor relations, shared leadership, metrics, research
Recent publications	2016 "The High Atlas Foundation: Sustainability Entrepreneurship in Rural Morocco." Case for the first annual Global Sustainability Case Competition hosted by ReThink in partnership with Accenture.
MA/PhD supervised last 5 years	4
Distinctions	2015: Nominee, Undergraduate Instructor of the Year in Management and Organization. 2014: Instructor of the Year, Undergraduates, Department of Management and Organization Studies 2013: Nominee, Distinguished Teaching Award, University of Washington

JONES, CHRISTOPHER

Department	Jackson School of International Studies
Tenure status	Associate Professor (tenured)
Education	Ph.D. 1975 Harvard University M.A. 1969 Harvard University B.A. 1967 Harvard University.
Academic experience	
Overseas experience	Russia and Europe
Foreign languages	Russian-2, French-2
Percent of time to program	40%
Selected courses	Seminar on International Security International Law and Arms Control International Security Policies of Democracies Security Dilemmas of Russian Federation
Research/training specializations	US security policy, non-proliferation studies, European/Former Soviet bloc security, NATO
Recent publications	Forthcoming. "The Future of NATO" Forthcoming. Nuclear Weapons and Warsaw Pact (ms in progress). 2014 "With Friends Like These and Extorting Peace," <i>Studies in Intelligence</i> Vol. 58, No. 2 June.
MA/PhD supervised last 5 years	10
Distinctions	Co-Director, Institute for Global and Regional Security Studies, with Pacific Northwest National Laboratory 2017: Carnegie Grant for Putin and National Security Policies

Language Competency Modified IRL/ACTFL Scale: 1-Intermediate, 2-Advanced, 3-Superior, 4-Distinguished, 5-Native

JOSHEL, SANDRA

Department	History
Tenure status	Associate Professor (tenured)
Education	Ph.D. 1977 Rutgers University M.A. 1970 Rutgers University B.A. 1969 Skidmore College
Overseas experience	North Africa, Mediterranean
Foreign languages	French-2, Italian-2, Latin-2, Classical Greek-2
Percent of time to program	25%
Selected courses	The Ancient World History, Myth, and Culture
Research/teaching specializations	Ancient world, Greece/Rome; history of women and gender roles
Recent publications	Forthcoming. <i>Narratives of Empire: Myth, History, and Imperial Subjects</i> 2014 <i>The Material Life of Roman Slaves</i> , (Cambridge University Press). 2010 <i>Slavery in the Roman World</i> (Cambridge University Press) 2005 <i>Imperial Projections</i> (Arethusa Books)
MA/PhD supervised last 5 years	3
Distinctions	Bridgman Professor of History, University of Washington

KASABA, RESAT

Department	International Studies/Sociology
Tenure status	Professor (tenured)
Education	Ph.D. 1986 State University of New York-Binghamton M.A. 1978 State University of New York-Binghamton B.S. 1976 Middle East Technical University, Turkey
Academic experience	Director, IS Center, chair, NMES, Director, JSIS
Overseas experience	Extensive research in Turkey
Foreign languages	Turkish-5, Ottoman-3, French-1
Percent of time to program	100%
Selected courses	Political Economy of Development in the Middle East Middle East and the World Economy Turkey and Globalization
Research/teaching specializations	political economy of the world system, political economy of the Middle East, historical sociology of the Middle East
Recent Publications:	2017 Review of <i>Formalizing Displacement: International Law and Population Transfers</i> by Umut Özsü in <i>Law and History Review</i> 35.1 2016 "Middle East in Sociology, Sociology in the Middle East," in <i>Middle East Studies for the New Millennium</i> (New York: NYU Press). 2014 Review of <i>Gülen: The Ambiguous Politics of Market Islam in Turkey and the World</i> by Joshua D. Hendrick in <i>International Journal of Middle East Studies</i> 46.3.
MA/PhD supervised in last 5 years	15
Distinctions	2017: President, Association of Professional Schools of International Affairs 2015: Middle East Studies Association, Board Member 2010-: Stanley D. Golub Chair of International Studies

Language Competency Modified IRL/ACTFL Scale: 1-Intermediate, 2-Advanced, 3-Superior, 4-Distinguished, 5-Native

KAVIANI, KHODADAD

Department	College of Education, Central Washington University
Tenure status	Associate Professor (tenured)
Education	Ph.D. 2007 University of Washington M.A. 1986 Central Washington University B.A. 1984 Western Washington University
Academic experience	Education conferences
Overseas experience	Iran
Foreign languages	Persian-5, Dari-2
Percent of time to program	100%
Selected courses	Teaching and Learning about the Middle East Methods and Materials in the Elementary Social Studies Ed Assessment, Comparative Study of Global Education Culture and Curriculum
Research/teaching specializations	social studies education, multicultural education, Middle East curriculum, civics and democratic education, media and education
Recent publications	2017 <i>Norooz with My Family</i> (CreateSpace Independent Publishing). 2017 "Education and Indoctrination in Iran," in S. Sunal & K. Mutua, eds., <i>Transforming Public Education in Africa, The Caribbean, and the Middle East</i> . 2017 "Immigrant Experiences: Zoroastrians in the USA," <i>Journal of Academic Perspectives</i> , vol. 1.
MA/PhD supervised in last 5 years	6
Distinctions	2012--: Advisory Board, Persian Studies Program, UW

KAYAOGLU, TURAN

Department	Political Science
Tenure status	Associate Professor (tenured)
Education	Ph.D. 2005 University of Washington M.A. 1999 University of Denver B.A. 1996 Bilkent University, Turkey
Academic experience	
Overseas experience	Turkey
Foreign languages	Turkish-5
Percent of time to program	100%
Selected courses	Introduction to Islam Political Theories of Human Rights
Research/teaching specializations	Islamic networks, international human rights, imperialism
Recent publications	2017 "American Muslims: History, Culture and Politics," lecture, 4/18/17, Lakewood Pierce County Library, WA. 2016 "Getting Turkey Back on Track to Democracy, Human Rights, and Religious Freedom," in <i>Review of Faith & International Affairs</i> 14.2 2015 <i>The Organization of Islamic Cooperation: Politics, Problems, and Potential</i> , (Routledge). 2015 "Islam and Foreign Policy: The Case of Qatar," in <i>European Journal of Economic and Political Studies</i> 8.1, pp. 93-111.
MA/PhD supervised in last 5 years	10
Distinctions	2016--: Associate Vice Chancellor for Research, UW-Tacoma 2014--: Editor in Chief, <i>Muslim World Journal of Human Rights</i> 2013-2016: Associate Dean of Faculty Affairs and Student Affairs, UW-Tacoma

Language Competency Modified IRL/ACTFL Scale: 1-Intermediate, 2-Advanced, 3-Superior, 4-Distinguished, 5-Native

KHAZZAM-HOROVITZ, HADAR

Department	Near Eastern Languages and Civilization		
Tenure status	Lecturer (non-tenure)		
Education	Ph.D.	2012	University of Washington
	L.L.M.	2007	University of Washington
	L.L.B.	1999	Academic College of Law, Israel
Overseas experience	Israel		
Foreign Languages	Hebrew-5		
Pedagogy training	NELC pedagogy courses		
Percent of time to program	100%		
Selected courses	Elementary Modern Hebrew		
	Hebrew Language and Culture		
Research/teaching specializations	Hebrew language pedagogy, Israeli biomedical regulatory regimes, multicultural conflict		
Recent publications	<i>Forthcoming</i> . "Conflict of Interest of the Biomedical Researcher in Israel: Comparative Analysis"		
	2017	"The Hebrew Language- Ilan Stavans & Hadar Khazzam-Horovitz," Stroum Center for Jewish Studies' Lunchtime Learning lecture series. web-based. <i>Youtube.com</i>	
	2013	"Safeguarding the Ethical Conduct of Biomedical Research in Israel against Conflict of Interest," Ph.D. Dissertation, University of Washington	
MA/PhD supervised in last 5 years	not eligible		
Distinctions	2017: NAPH training		
	2013-2017: IRB Member, Human Subject Division, University of Washington		

KIER, ELIZABETH

Department	Political Science		
Tenure status	Associate Professor (tenured)		
Education	Ph.D.	1992	Cornell University
	M.A.	1985	Columbia University
	B.A.	1980	Dickinson College
Academic experience	Former Asst. Prof., UC Berkeley; Senior Fellow, Belfer Center for Science and International Affairs, Harvard.		
Overseas experience	Europe		
Foreign languages	French-3		
Percent of time to program	40%		
Selected courses	Introduction to International Relations		
	International Security		
	International Conflict		
	Civil-Military Relations in Democracies		
Research/teaching specializations	international relations, international security, civil-military relations		
Recent publications	2016	“Editorial and Mission Statement,” in <i>European Journal of International Security</i> 1.1.	
	2010	<i>In War’s Awake: International Conflict and the Fate of Liberal Democracy</i> (Cambridge University Press)	
MA/PhD supervised in last 5 years	15		
Distinctions	2016-: Lead Editor, North America, <i>European Journal of International Security</i>		
	2010-: Director, International Security Colloquium, UW		

Language Competency Modified IRL/ACTFL Scale: 1-Intermediate, 2-Advanced, 3-Superior, 4-Distinguished, 5-Native

KURU, SELIM

Department	Near Eastern Languages and Civilization
Tenure status	Associate Professor (tenured)
Education	Ph.D. 2000 Harvard University M.A. 1993 Bogazici University B.A. 1990 Bogazici University
Academic experience	Chair, NELC
Overseas experience	Extensive research in Turkey
Foreign languages	Turkish-5, Arabic-2, German-2, French-3, Ottoman-3, Chagatai-1, Persian-1
Percent of time to program	100%
Selected courses	Elementary-Advanced Turkish, Readings in Ottoman Literature Human Landscapes: Nazim Hikmet And The Modern Turkish Republic
Research/teaching specializations	modern Turkish language and literature; Ottoman language and literature
Recent publications	<i>Forthcoming</i> "Men in Ottoman Istanbul," in <i>Early Modern Istanbul</i> ed. by Cigdem Kafescioglu et al. <i>Forthcoming</i> . "Generic Desires: Homosocial Relations among Ottoman Men of Letters in the late 19th century Istanbul," ed by Umberto Grassi e Guiseppe Marcocci. <i>Forthcoming</i> . "Lamii Celebi's Itinerary for Bursa in the early sixteenth century," in <i>Topographies in Ottoman Empire</i> ed by Cemal Kafadar and Ali Yaycioglu. (Stanford University Press). 2017 <i>Hayat Agaci: Makaleler I</i> (Tree of Life: Collected Articles of Gonul Tekin) Coedited with. Sibel Kocaer
MA/PhD supervised in last 5 years	10
Distinctions	Chair, Department of Near Eastern Languages and Civilization 2016-17: Simpson Center for Humanities Funding Award Associate Board Member, Institute of Turkish Studies 2013: Director, Education Board, Turkish American Cultural Association

LOMBARDI, CLARK

Department	School of Law
Tenure status	Associate Professor (tenured)
Education	Ph.D. 2001 Columbia University J.D. 1998 Columbia University M.A. 1995 Columbia University B.A. 1990 Princeton University
Academic experience	Various visiting positions at: Salzburg Seminar; Columbia Law; NYU-Middle East; academic director Afghan legal program UW
Overseas experience	Yemen, Egypt, Afghanistan, Indonesia
Foreign languages	Modern Standard Arabic-1
Percent of time to program	75%
Selected courses	Islamic Law Contemporary Muslim Legal Systems
Research/teaching specializations	Islamic law, constitutional law, constitutionalization of Islamic law in Muslim societies and impact of legal development
Recent publications	2016 "Myanmar's Muslims, What Do We Now Know?" in <i>Islam and the State in Myanmar: Muslim-Buddhist Relations and the Politics of Belonging</i> , ed. by Melissa Crouch (Oxford). 2015 "Reforming the Afghan Electoral System: The Current Debate and its implications for the Plans to Amend the Afghan Constitution," in <i>Int'l J. Const. L. Blog</i> .
MA/PhD supervised last 5 years	7
Distinctions	2012-: Folke Bernadotte Academy Appointment

Language Competency Modified IRL/ACTFL Scale: 1-Intermediate, 2-Advanced, 3-Superior, 4-Distinguished, 5-Native

LONG, JAMES

Department	Political Science
Tenure status	Assistant Professor (tenure-track)
Education	Ph.D. 2012 University of California-San Diego M.S. 2004 University of London B.A. 2003 College of William and Mary
Academic experience	
Overseas experience	Afghanistan, Kenya
Foreign languages	French-2, Arabic-1
Selected courses	Terrorism and Insurgency, Middle East Politics, Israeli Politics, Comparative Politics
Research/teaching specializations	Election fraud and democracy, election violence, insurgency, state-building, corruption monitoring, information communication technology
Recent publications	2016 "Strategic Voting, Information, and Ethnicity in Emerging Democracies: Evidence from Kenya," in <i>Electoral Studies</i> 44 2015 "Knowledge Without Power: International Relations Scholars, U.S. Foreign Policy, and the Iraq War," in <i>International Politics</i> 52.1 2015 "Institutional Corruption and Election Fraud: Evidence from a Field Experiment in Afghanistan." in <i>American Economic Review</i> 105.1.
MA/PhD supervised in last 5 years	1
Distinctions	2012-2016: Academy Scholar, Harvard Academy for International and Area Studies, Harvard University. 2013-2015: Development Innovation Ventures, USAID Grant, "Improving Electoral Performance Through Citizen Engagement in South Africa"

LORENZ, FREDERICK

Department	Jackson School of International Studies
Tenure status	Senior Lecturer (non-tenured)
Education	L.L.M. 1983 George Washington University J.D. 1971 Marquette University B.A. 1968 Marquette University
Academic experience	Visiting scholar: Galway, Bergen, UN-Kosovo
Overseas experience	Iraq, UAE, Kosovo, Russia, Armenia
Foreign languages	Russian-1, French-1
Percent of time to program	100%
Selected courses	Water and Conflict in the Middle East International Humanitarian Law--Middle East
Research/teaching specializations	US national security, international law, law of war, water and security in the Middle East
Recent publications	2015 "Transfer of Suspected and Convicted Pirates," in <i>Prosecuting Maritime Piracy: Domestic Solutions to International Crimes</i> , ed. by M. Scharf, et al (Cambridge University Press). 2014 <i>Strategic Water for Iraq: Security Planning for the Euphrates-Tigris Basin</i> (Marine Corps University Press)
MA/PhD supervised in last 5 years	not eligible
Distinctions	2016: Program Director, Winter 2016 JSIS Task Force, UW Rome Center 2009: Consultant to the Arab Water Academy 2008: UW Divisional Dean of Social Sciences Recognition 2008: Jackson School of International Studies, Service Award Awarded Defense Department Distinguished Service Medal

Language Competency Modified IRL/ACTFL Scale: 1-Intermediate, 2-Advanced, 3-Superior, 4-Distinguished, 5-Native

MCLAREN, BRIAN

Department	College of Built Environment
Tenure status	Associate Professor (tenured)
Education	Ph.D. 2001 Massachusetts Institute of Technology
	M.S. 1986 Columbia University
	B.S. 1962 University of Waterloo, Canada
Academic experience	Chair, Department of Architecture, University of Washington
Overseas experience	Research/travel in North Africa
Foreign languages	Italian-2, French-1
Percent of time to program	50%
Selected courses	Middle East Architecture Seminar
	Non-Western Architecture
Research/teaching specializations	Architectural history, architecture of North Africa during Italian
	Colonization, architecture and colonialism
Recent publications	<i>Forthcoming</i> . "Tourism and Mobility in Italian Colonial Libya," in <i>Middle Eastern Societies (1919-1939)</i> , Edited by Ebru Boyar and Kate Fleet. (Leiden, Netherlands: Brill)
	<i>Forthcoming</i> . "Introduction: The Mostra d'Oltremare and Esposizione Universale di Roma," in <i>Giovanni Arena, La Città 6 dell'E42</i>
	2015 "Architecture during Wartime: The Mostra d'Oltremare and Esposizione Universale di Roma," in <i>Architectural Theory Review</i> 19.3
	5
MA/PhD supervised last 5 years	2010: Graham Foundation for Advanced Studies in Fine Arts Grant
Distinctions	

MARTIN, GARY

Department	Near Eastern Languages and Civilization
Tenure status	Senior Lecturer (non-tenured)
Education	Ph.D. 2007 University of Washington
	M.A. 2003 University of Washington
	B.A. 2001 University of Washington
Academic experience	2004 onward-UW
Overseas experience	Germany
Foreign languages	German-3, Biblical and Epigraphic Hebrew-3, Aramaic-3, Akkadian-3, Syriac-3, Classical Greek-2, Hellenistic Greek-2, Latin-2
Percent of time to program	100%
Selected courses	Elementary Biblical Hebrew
	Biblical Hebrew Prose
	Introduction to the Ancient Near East
Research/training specializations	Biblical Hebrew and ancient Near East
Recent publications	<i>Forthcoming</i> . "Biblical Aramaic for Students of Biblical Hebrew." Textbook for in-class use.
	2016 "The Creation of Biblical Creation Accounts: Conflict & Consensus." Invited lecture for ASTRO 190: "Cosmologies and Cultures" (Prof. Bruce Balick).
MA/PhD supervised past 5 years	not eligible
Distinctions	2011: Greek Award, Faculty Member of the Year, UW

Language Competency Modified IRL/ACTFL Scale: 1-Intermediate, 2-Advanced, 3-Superior, 4-Distinguished, 5-Native

MAWKANULI, TALANT

Department	Near Eastern Languages and Civilization
Tenure status	Senior Lecturer
Education	Ph.D. 1999 Indiana University M.A. 1988 Xinjiang University B.A. 1983 Xinjiang University
Academic experience	Asse. Director, CAILS Language Institute, University of Wisconsin-Madison
Overseas experience	Extensive research in China, Central Asia
Foreign languages	Azeri-4, Chagatay-1, Chinese-5, Karachay-3, Kazak-5, Kirghiz-4, Tatar-4, Turkish-4, Turkmen-3, Tuvan-4, Uyghur-5, Uzbek-4
Percent of time to program	50%
Selected courses	Islam and Muslims in China, The Middle East and Central Asia, Peoples and Cultures of Central and Inner Asia, Introduction to Shamanism,
Research/training specializations	Turkic languages and sociolinguistics, Endangered Languages in Central and Inner Asia, Anthropology of Islam and Muslims in China.
Recent publications	<i>Forthcoming. Uyghur</i> (ms under contract with London Oriental and African Language Library, John Benjamins Publishing Company). 2017. <i>Voices of the Kazak Steppe: A Linguistic and Historical Study of 18th Century Kazak Diplomatic Correspondence</i> , (Forthcoming with Brill Press) 2017. "Elementary Kazak," Altaic Interactive Instructional Materials Online Series, Language Learning Center, University of Washington.
MA/PhD supervised past 5 years	not eligible
Distinctions	2017: East Asia Center, JSIS (UW) Travel Grant 2016: The Ellison Center, JSIS (UW) Educational Resource Development Award for development of Kazak and Uzbek vocabulary project 2016: East Asia Center, JSIS (UW) Educational Resource Development Award for development of comprehensive Uyghur vocabulary project

MAYERFELD, JAMIE

Department	Political Science
Tenure status	Professor
Education	Ph.D. 1992 Princeton M.A., 1988 Princeton B.A. 1985 Oberlin
Academic experience	1991 onward-UW
Foreign languages	French-2
Selected courses	International Political Theory Nationalism and Human Rights Law Philosophy of Punishment
Percent of time to program	30%
Research/training specializations	Philosophy of human rights and global institutional architecture to give human rights adequate protection
Recent publications	2016 <i>The Promise of Human Rights: Constitutional Government, Democratic Legitimacy, and International Law</i> , (University of Pennsylvania Press). 2012 "No Peace Without Injustice: Hobbes and Locke on the Ethics of Peacemaking." in <i>International Theory</i> 4.2: 269-99.
MA/PhD supervised last 5 years	11
Distinctions	2015-16: Associate Chair of Political Science, UW 2011: Royalty Research Fund, UW 2009-: Steering Committee, Center for Human Rights, UW

Language Competency Modified IRL/ACTFL Scale: 1-Intermediate, 2-Advanced, 3-Superior, 4-Distinguished, 5-Native

MENALDO, VICTOR

Department:	Political Science
Tenure status	Associate Professor (tenured)
Education	Ph.D. 2009 Stanford
	M.A. 2003 Claremont Graduate University
	B.A. 1999 Colorado College
Academic experience	2009 onward-UW
Overseas experience	Egypt
Foreign languages	Spanish-4, French-2
Percent of time to program	25%
Selected courses	Comparative Politics Political Economy of Development
Research/teaching specializations	Comparative political economy; political and economic development
Recent publications	<i>Forthcoming</i> . "Flawed since Conception: Authoritarian Legacies Under Democracy," (Cambridge University Press). 2016 <i>The Institutions Curse: Natural Resources, Politics, and Development</i> , (Cambridge University Press). 2016 "The Fiscal Roots of Urban Bias," in <i>Business and Politics</i> 18.4. 2016 "The Resource Curse Puzzle Across Four Waves of Work," in <i>Handbook of the International Political Economy of Energy</i> (Palgrave). 2016 "Capital in the Twenty-First-Century—in the Rest of the World," in <i>Annual Review of Political Science</i> 19.
MA/PhD supersized last 5 years	4
Distinctions	2016: Commendation, UW Dean of Social Sciences 2014: University of Washington Provost's Bridge Grant 2013: Richard Wesley Research Grant

MIGDAL, JOEL

Department	Jackson School of International Studies/ Political Science
Tenure status	Professor (tenured)
Education	Ph.D. 1972 Harvard University
	M.A. 1968 Harvard University
	B.A. 1967 Rutgers University
Academic experience	1994 onward: Robert F. Philip Professor of International Studies; Visiting scholar Princeton, numerous conferences
Overseas experience	Extensive research in Israel
Foreign languages	Hebrew-3, French-2, German-1
Percent of time to program	100%
Selected courses	Israeli Politics and Society States and Society Middle East Seminar
Research/teaching specializations	Middle East politics, comparative foreign policy, Arab-Israeli conflict, State-society relations
Recent publications	2016 "Distributive and Redemptive Politics: Politics of the Head and of the Heart," in <i>Israel/Palestine: in Works in the Footsteps of the Scientific Journey of Baruch Kimmerling</i> (Jerusalem: Magnes). 2014 <i>Shifting Sands: The United States in the Middle East</i> , (Columbia). 2014 "Review of <i>Marginal at the Center: The Life Story of a Public Sociologist</i> , by Baruch Kimmerling," in <i>The European Legacy</i> 19.6.
MA/PhD supervised last 5 years	10
Distinctions	Robert F. Philip Professor of International Studies, Univ. of Washington

Language Competency Modified IRL/ACTFL Scale: 1-Intermediate, 2-Advanced, 3-Superior, 4-Distinguished, 5-Native

MOKDAD, ALI

Department	Global Health
Tenure status	Professor
Education	Ph.D. 1997 Emory University B.S. 1984 American University of Beirut
Academic experience	Adjunct Professor, Epidemiology and Health Services, UW
Overseas experience	Research in Saudi Arabia
Foreign languages	Arabic-5, French-3
Percent of time to program	60%
Selected courses	Survey Research Methods
Research/teaching specializations	Chronic Diseases; obesity; surveillance; survey methodology, emergency and refugee health
Recent publications	2017 "Danger Ahead: The Burden of Disease, Injuries, and Risk Factors in the Eastern Mediterranean Region," <i>International Journal of Public Health</i> (August). 2016 "The Global Burden of Disease: A Critical Resource for Informed Policy Making in the Gulf Region," in <i>Journal of Health Specialties</i> , 4(3), p.162-172 2016 "Global Burden of Diseases, Injuries, and Risk Factors for Young People's Health During 1990–2013: A Systematic Analysis for the Global Burden of Disease Study 2013," in <i>Lancet</i> . 1;387 (10036).
MA/PhD supervised last 5 years	3
Distinctions	Director, Middle Eastern Initiatives, Institute for Health Metrics and Evaluation (IHME) Department of Health and Human Services Honor Award 2011: Warren J. Mitofsky Innovators Award from the American Association for Public Opinion Research (AAPOR)

MURRAY, JAMES

Department	Oceanography
Tenure status	Professor Emeritus (tenured)
Education	Ph.D. 1973 Massachusetts Institute of Technology B.A. 1968 University of California-Berkeley
Academic experience	Visiting professorships at Bogazici, Univ of Paris, Oxford
Overseas experience	Extensive research in Turkey/Black Sea area, Korea, Japan
Foreign languages	Turkish-1, French-2
Percent of time to program	80%
Selected courses	Chemical Oceanography Climate Change
Research/teaching specializations	chemical oceanography, nitrogen cycling in the Black Sea, suboxic environments in the Black Sea
Recent publications	2016 "Decline of Black Sea Oxygen Inventory," in <i>Biogeosciences</i> 13. 2016 "Limitations of Oil Production to the IPCC Scenarios: The New Realities of U.S. and Global Oil Production," in <i>BioPhysical Economics and Resource Quality (BERQ)</i> . 2015 "A Mesocosm Experiment in an Inland Sea High Nitrate-low Chlorophyll (HNLC) Region with Naturally High pCO ₂ ," in <i>Limnology and Oceanography</i> .
MA/PhD supervised last 5 years	5
Distinctions	2016: Resident Scholar, Rockefeller Foundation Bellagio Center 2012-2017: Co-PI, Steering Committee, IGERT Program on Ocean Change 2014-2016: Qatar National Research Foundation Grant

Language Competency Modified IRL/ACTFL Scale: 1-Intermediate, 2-Advanced, 3-Superior, 4-Distinguished, 5-Native

NAAR, DEVIN

Department	History/Jackson School of International Studies
Tenure status	Associate Professor (tenure-track)
Education	Ph.D. 2011 Stanford University M.A. 2007 Stanford University B.A. 2005 Washington University
Academic experience	2011 onward-UW: Isaac Alhadeff Professor of Sephardic Studies, UW.
Overseas experience	Greece, Israel
Foreign Languages	Hebrew-2, Ladino-3, Spanish-3, French-1
Percent of time to program	70%
Selected Courses	Introduction to Jewish Cultural History The Sephardic Diaspora: 1492-Present The Holocaust: History and Memory
Research/teaching specializations	Jews in the Ottoman Empire, Jews in Salonica, linguistic acculturation of the Jews of Thessaloniki
Recent publications	Forthcoming. <i>Reimagining the Sephardic Diaspora</i> (ms in progress). 2016 <i>Jewish Salonica: Between the Ottoman Empire and Modern Greece</i> , (Stanford University Press). 2016 "Sephardim Since Birth: Reconfiguring Jewish Identity in America," in <i>The Sephardi and Mizrahi Jews in America</i> , ed. by Saba Soomekh, (Purdue University Press).
MA/PhD supervised last 5 years	4
Distinctions	Program Chair Sephardic Studies, UW. 2016: Jewish Book Council's 2016 National Jewish Book Award for "Writing based on archival research" 2012: Marsha & Jay Glazer Professor of Jewish Studies, UW

NAHON, KARINE

Department	School of Information
Tenure status	Associate Professor (tenured)
Education	Ph.D. 2004 Tel-Aviv University M.S. 2000 Tel-Aviv University B.S. 1997 Tel-Aviv University B.A. 1997 Tel-Aviv University
Academic experience	Numerous conferences in Israel
Overseas experience	Israel
Foreign languages	Hebrew-5, Arabic-3, French -3
Percent of time to program	50%
Selected courses	Global Information Systems Policy, Law and Ethics in Information Management
Research/teaching specializations	information politics and policy, Internet and the Middle East, free speech and the internet, cultured technology, information flow and gatekeeping
Recent publications	2016 "Introduction to Social Networking and Communities Minitrack," 49th Hawaii International Conference on System Sciences. 2013 <i>Going Viral</i> , (Syracuse University Press).
MA/PhD supervised last 5 years	6
Distinctions	2017-: President, Israel Internet Association (ISOC-IL) 2015: Outstanding Academic Title - Choice Magazine, <i>Going Viral</i> . Member, Israeli Chief Information Office/Cabinet-level

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OSANLOO, ARZOO

Project Director

Department	Anthropology/Law Society and Justice/Political Science		
Tenure status	Associate Professor (tenured)		
Education	Ph.D.	2002	Stanford University
	M.A.	1997	Stanford University
	J.D.	1993	American University
	B.A.	1990	University of Colorado-Boulder
Academic experience	Director, Middle East Center, UW; Graduate Program Coordinator, Middle East Studies MA Program, Jackson School, 2015-present; 2010-11 visiting professor, Princeton; Fetzer Institute		
Overseas experience	Research in Iran		
Foreign languages	Persian-3, French-3		
Percent of time to program	100%		
Selected courses	Engendering the Global War on Terror, Women’s Rights and Politics in Muslim States, Anthropology of the Middle East		
Research/teaching specializations	gender and Islam, Islam and human rights, comparative law and culture		
Recent publications	Forthcoming. <i>Mercy’s Law: Victim’s Rights and Forgiveness in Iranian Criminal Sanctioning</i> (Princeton University Press)		
	Forthcoming. “The Law Has No Shame: On Robert Redfield’s ‘Primitive Law’ and the Persistence of Honor in Contemporary Societies,” <i>HAU: Journal of Anthropological Theory, Special Section, Voicing the Ancestors</i>		
	Forthcoming. “Righteous Injuries: Victim’s Rights and Offender’s Suffering in Iranian Criminal Sanctioning” in <i>Injury and Injustice: Cultural Practices of Harm and Redress</i> . A. Bloom, D. Engel, and M. Mc Cann, eds., (London: Cambridge University Press).		
	Forthcoming. “Subjecting the State to Seeing: Charity, Security, and Faith in Iran’s Theocratic Republic,” in <i>Governing Gifts: Faith, Charity, and the Security State</i> . Erica C. James, ed., (Santa Fe, New Mexico: SAR Press).		
	Forthcoming. “Courts.” In <i>International Encyclopedia of Anthropology: Anthropology Beyond Text</i> . Hilary Callan, ed., (New York: Wiley-Blackwell Publishers).		
	2017	“Evidence, Certainty, and Doubt: Judge’s Knowledge in Iranian Criminal Sanctioning,” in <i>Truth, Intentionality and Evidence: Anthropological Approaches to Crime and Tort</i> . ed. by Yazid Ben Hounet et al. (Routledge).	
	2017	“On Not Saving the Muslim Women (and Men),” <i>Journal of Middle East Women’s Studies, Special Forum: “Trump’s Presidency and Middle East Women’s Studies,”</i> 13(3): 479-482	
	2016	“Women and Criminal Law in Post-Khomeini Iran,” in <i>Social Change in Post-Khomeini Iran</i> , ed. by M Monshipouri (Hurst).	
	2015	“Framing Rights: Women and Family Law in Pre- and Post-Revolutionary Iran,” <i>New Middle Eastern Studies</i> , Vol. 5: 1-18	
	2009	<i>The Politics of Women’s Rights in Iran</i> , (Princeton, NJ: Princeton University Press)	
MA/PhD supervised past 5 years	9		
Distinctions	2016-: <i>Law and Society Review</i> , Editorial Advisory Board		
	2015-: <i>Political and Legal Anthropology Review</i> , Editorial Board		
	2015-16: Simpson Center for Humanities, Society of Scholars, UW		
	2013-14: Simpson Center for Humanities Colloquium Award, UW		

Language Competency Modified IRL/ACTFL Scale: 1-Intermediate, 2-Advanced, 3-Superior, 4-Distinguished, 5-Native

PEREZ, MICHAEL

Department	Anthropology
Tenure status	Senior Lecturer (non-tenure)
Education	Ph.D. 2010 Michigan State University
	M.A. 2005 Michigan State University
	B.A. 2000 University of Florida
Academic experience	2012 onward-UW
Overseas experience	Jordan, Palestine
Foreign languages	Arabic-3, Spanish-3
Percent of time to program	100%
Selected courses	Peoples and Cultures of the Middle East Anthropology of Muslim Societies and Islam Islam and Popular Culture
Research/teaching specializations	migration and displacement, ethnicity and nationalism, memory, violence, human rights, Muslim societies and Islam
Recent publications	2017 Forthcoming. "Remembering Jenin: Loss, Struggle, and Agency Among Palestinian Women," in <i>Journal of Middle East Women's Studies</i> 2017 Forthcoming. "Feminism is for Everybody. Muslims Included," in <i>Critical Muslims</i> . 2016 "The Non-National in Jordan: Statelessness as Structural Violence Among Gaza Refugees," in <i>Cultural Anthropology: Contemporary Public and Critical Readings, etd. by Brondo, Keri (Oxford)</i> .
MA/PhD supervised last 5 years	3
Distinctions	2016: Nominee, Distinguished Teaching Award, UW 2016: Council of American Overseas Research Center Senior Fellowship

PIANKO, NOAM

Department	Jackson School of International Studies
Tenure status	Professor (tenured)
Education	Ph.D. 2004 Yale University
	B.A. 1995 Brown University
Academic experience	numerous conferences in Israel
Overseas experience	Israel
Foreign languages	Modern Hebrew-4
Percent of time to program	60%
Selected courses	Introduction to Judaism Israel: Dynamic Society and Global Flashpoint Modern Jewish Thought Theories of Religion in an International Context
Research/teaching specializations	History of Jewish Nationalism, modern Jewish thought
Recent publications	2015 <i>Peoplehood: An American Innovation</i> , (Rutgers University Press) 2013 The Political Philosophy of Zionism: Trading Jewish Words for a Hebraic Land," in <i>Journal of Israeli History</i> 32.2. 2012 "Make Room for Us: Jewish Collective Solidarity in Contemporary Political Thought," <i>Journal of Modern Jewish Studies</i> , 11.2 2010 <i>Zionism and the Roads Not Taken</i> (University of Indiana Press)
MA/PhD supervised past 5 years	6
Distinctions	2017: American Jewish Historical Society, Saul Viener Book Prize for <i>Jewish Peoplehood: An American Innovation</i> (Rutgers Univ. Press) 2011-: Director, Stroum Center for Jewish Studies, UW

Language Competency Modified IRL/ACTFL Scale: 1-Intermediate, 2-Advanced, 3-Superior, 4-Distinguished, 5-Native

PRAKASH, VIKRAMADITYA

Department	College of Built Environments
Tenure status	Professor (tenured)
Education	Ph.D. 1997 Cornell University
	M.A. 1989 Cornell University
	B.A. 1986 Chandigarh College of Architecture
Academic experience	1996 onward-UW
Overseas experience	Extensive research in India and Pakistan
Foreign languages	Hindi-5, Punjabi-3, French-2
Percent of time to program	25%
Selected courses	Non-Western Architecture Non-Western Modernism
Research/teaching specializations	Islamic architecture, post-colonial Indian architecture
Recent publications	2017. Forthcoming. <i>Deruralization: The Modernist City in the Age of Globalization</i> (Routledge). 2016 “Messy Work: Transnational Collaboration in Chandigarh” in <i>Messy Urbanism</i> ed. by Manish Chalana et. al. (Hong Kong University). 2014 <i>Chandigarh Architectural Travel Guide</i> , (Vikram Prakash Altrim Publishers)
MA/PhD supervised last 5 years	11
Distinctions	2013-: Co-PI, Mellon Foundation Grant, <i>Global Architectural History Teaching Collaborative</i> 2011: Graham Foundation for Study of Advanced Fine Arts grant 2010-: Advisory Board, <i>International Journal of Islamic Architecture</i>

RADNITZ, SCOTT

Department	Jackson School of International Studies
Tenure status	Associate Professor (tenured)
Education	Ph.D. 2007 Massachusetts Institute of Technology
	B.A. 2000 University of California-Berkeley
Academic experience	2007 onward-UW; 2012-: Director and Chair, Ellison Center for Russian, East European, and Central Asian Studies, UW
Overseas experience	Extensive fieldwork in Central Asia
Foreign languages	Russian-3, Uzbek-3
Percent of time to program	30%
Selected courses	Contemporary Central Asian Politics The Making of the 21st Century
Research/teaching specializations	Social mobilization, informal networks, and state building and decay in Central Asia and the Caucasus
Recent publications	2017 “Is Belief in Conspiracy Theories Pathological? A Survey Experiment on the Cognitive Roots of Extreme Suspicion,” in <i>British Journal of Political Science</i> 47.1. 2015 “Ethnic Cues and Redistributive Preferences in Post-Soviet Georgia,” in <i>Studies in Comparative International Development</i> . 2015 “Paranoia with a Purpose: Conspiracy Theory and Political Coalitions in Kyrgyzstan,” in <i>Post-Soviet Affairs</i> 32.5.
MA/PhD supervised last 5 years	7
Distinctions	2016-20: Member, Advisory Council, Kennan Institute 2017: Royalty Research Fund Award, University of Washington 2015-17: Board of Directors, Association for Slavic, East European, and Eurasian Studies (APSA representative).

Language Competency Modified IRL/ACTFL Scale: 1-Intermediate, 2-Advanced, 3-Superior, 4-Distinguished, 5-Native

ROBINSON, CABEIRI DEBERG

Department	Jackson School of International Studies
Tenure status	Associate Professor (tenure-track)
Education	Ph.D. 2005 Cornell University M.A. 1999 University of California, Berkeley B.A. 1993 Columbia University
Academic experience	Stanford Fellow; 2005-UW
Overseas experience	Extensive research in India and Pakistan
Foreign languages	Urdu-3, Hindi-3, Dutch-3, Persian-2
Percent of time to program	60%
Selected courses	Cultural Interactions in an Interdependent World Political Islam and Islamic Fundamentalism Religious and Political Violence
Research/teaching specializations	Political Islam/comparative Muslim societies, civil insurgency and social transformation, political violence, transitional justice and reconciliation
Recent publications	Forthcoming. "Between Protective Migration and Armed Struggle in the Kashmir Borderlands," in <i>The Anthropology of Religion in South Asia</i> (New Delhi: Blackswan). 2018 "Refugees in Asia," <i>Journal of Refugee Studies</i> 2013 <i>Body of the Victim Body of Warrior</i> (UC-Berkeley Press)
MA/PhD supervised last 5 years	8
Distinctions	2016-: Director, Near & Middle East Interdisciplinary Ph.D. Program, UW 2016: SSRC grant for research on forced migration 2014: American Institute of Pakistan Studies Book Prize; Association for Asian Studies Bernard Cohn Book Prize

ROMANO, TOVI

Department	Near Eastern Languages and Civilization
Tenure status	Lecturer (non-tenured)
Education	M.A. 2011 Seattle Pacific University B.A. 1990 Levinski College of Education, Israel
Academic experience	2012--Bellevue Hebrew Day School; 2009-UW
Overseas experience	Israel
Foreign languages	Hebrew-5
Pedagogy training	ACTFL, TESOL, Western Consortium workshops, NELC courses
Percent of time to program	100%
Selected courses	Elementary Modern Hebrew Intermediate Modern Hebrew
Research/teaching specializations	Hebrew curriculum development, teaching of English to speakers of other languages, special education
Recent publications/presentations	2015 "Tovi Romano, Modern Hebrew Instructor, Reflects on Attending Spoken Israeli Hebrew Workshop at The Hebrew University of Jerusalem," Fall 2015 Newsletter, JSIS Middle East Center Website. 2014 "The Benefits of Using Vowels in Texts for Teaching Hebrew as a Foreign Language to Adult Learners" in <i>Hed Haulpan</i> 104, Israel Ministry of Education. 2013 "Vowels or No Vowels: That Is the Question," International Conference for Research on the Hebrew Language (Jerusalem, July)
MA/PhD supervised last 5 years	not eligible
Distinctions	2011-: Hebert I. Rosen Hebrew Lecturer, UW 2011: TESOL Certified Certified: ACTFL OPI-Superior Hebrew

Language Competency Modified IRL/ACTFL Scale: 1-Intermediate, 2-Advanced, 3-Superior, 4-Distinguished, 5-Native

SALEHI-ESFAHANI, HAIDEH

Department	Economics
Tenure status	Principal Lecturer (non-tenured)
Education	Ph.D. 1985 University of Pennsylvania B.S. 1979 London School of Economics
Academic experience	1990 onward- UW
Overseas experience	Research in Iran
Foreign languages	Persian-5, French-2
Percent of time to program	60%
Selected courses	Economic Development of the Middle East International Trade Topics in Economic Development
Research/teaching specializations	International economics, Middle East development economics, evolution of economic institutions in the Middle East, Iranian economy and rule of law.
Recent publications	2016 "The City of Khayyam: Observations from Neishabour, Iran," Lecture, <i>Persian and Iranian Studies Workshop</i> , UW Dept. of Near Eastern Languages and Civilization. 2012 "Flipping the Classroom for Principles of Microeconomics," Lecture, Faculty and Professional Learning Community on Flipping the Classroom, UW. 2008 "Rule of Law: A Comparison between Ancient Persia and Ancient Greece," <i>Iranian Studies</i> 41.5
MA/PhD supervised last 5 years	not eligible
Distinctions	2014: Recipient, Buechel Award for Distinguished Undergraduate Teaching 2013: Co-facilitator, Faculty and Professional Learning Community: Flipping the Classroom

SCHUYLER, PHILIP

Department	School of Music, Ethnomusicology
Tenure status	Professor Emeritus (post tenured)
Education	Ph.D. 1979 University of Washington M.A. 1974 University of Washington B.A. 1968 Yale University
Academic experience	Former chair of Middle East Center, former chair of Ethnomusicology
Overseas experience	Research in North Africa and Yemen
Foreign languages	French-3, Moroccan Arabic-3, Yemeni-Arabic-2, Literary Arabic-1, Tashlhit (High Atlas Berber-2)
Percent of time to program	100%
Selected courses	Music of Morocco World Music
Research/teaching specializations	Middle Eastern and North African music
Recent publications	2017 "Monster in a Box: The Paul Bowles Collection of Moroccan Music," University of Washington (January 30). 2016 <i>Music of Morocco from the Library of Congress: Recorded by Paul Bowles, 1959</i> , multimedia 4 CD-set (Dust to Digital).
MA/PhD supervised last 5 years	4
Distinctions	2017: Grammy Award Nomination for Best Historical Album Advisory Committee, New York City Islamic Music Arts Festival

Language Competency Modified IRL/ACTFL Scale: 1-Intermediate, 2-Advanced, 3-Superior, 4-Distinguished, 5-Native

SELOVER, STEPHANIE

Department	Near Eastern Languages and Civilization
Tenure status	Assistant Professor (tenure-track)
Education	Ph.D. 2015 University of Chicago M.A. 2008 University of Chicago B.A. 2004 Stanford University
Academic Experience	2010-13: Lecturer, West Virginia University, University of Chicago,
Overseas experience	Turkey
Foreign languages	French-2, Turkish-1
Percent of time to program	100%
Selected courses	Introduction to Ancient Near Eastern Archeology Ancient Technologies of the Near East The Archeology of Early Islam
Research/teaching specializations	Warfare in the ancient Near East, archaeology of ancient Anatolia and ancient Levant
Recent publications/presentations	<i>Forthcoming</i> . "Recent Discoveries (2015-2016) at Cadir Hoyuk on the North Central Plateau," with Sharon Steadman et al. <i>Anatolica</i> . <i>Forthcoming</i> . <i>Excavating War: Evidence of Violence in Prehistoric Anatolia</i> (Oxford University Press). 2017 "Village in the Frontier: Stability and Change at Cadir Hoyik in the Context of the Uruk System and Its Collapse," Coauthored with Sharon Steadman et al. in <i>Journal of Anthropological Archeology</i> December 2017. 2017 "Death and Dying in the Ancient Near East," ASOR Annual Meeting
MA/PhD supervised in last 5 years	not eligible
Distinctions	2017: Assistant Director, Cadir Hoyuk, Turkey 2015: Member Supported ASOR Excavation Fellowship Grant

SHAMS, SHAHRZAD

Department	Near Eastern Languages and Civilization
Tenure status	Lecturer (non-tenured)
Education	M.A. 1985 California State University-Fullerton B.A. 1980 California State University-Fullerton
Overseas experience	Iran
Foreign languages	Persian-5
Pedagogy training	ACTFL, Startalk, Western Consortium, NELC pedagogy courses
Percent of time to program	100%
Selected courses	Elementary Persian
Research/teaching specializations	Persian language pedagogy, history and structure of the Persian language, ESL
Recent publications/presentations	2017 "Nowruz Beyond Borders," (Seattle-Isfahan Sister Cities Persian Poetry Workshop of Seattle, March 2017) 2015 "Foroug Farokhzad: The Poet, the Setting, & the Art," (Persian Poetry Workshop of Seattle, May 2015) 2013 "Resources for Teaching Persian to Children" (Bellevue Public Library)
MA/PhD supervised in last 5 years	not eligible
Distinctions	2017: Chair, Iranian Film Initiative Committee, Seattle International Film Festival 2013: Startalk Teacher Training-Persian, George Washington University 2013: ACTFL OPI certified in Persian 2011: Nominated for UW Distinguished Teaching Award

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SOKOLOFF, NAOMI

Department	Near Eastern Languages and Civilization
Tenure status	Professor (tenured)
Education	Ph.D. 1980 Princeton University M.A. 1979 Princeton University B.A. 1975 Swathmore College
Academic experience	Former chair of NELC, former chair of Jewish Studies
Overseas experience	Israel
Foreign languages	Hebrew-4, Spanish-3, French-3, German-2, Italian-2, Portuguese-2 Yiddish-1
Pedagogy training	ACTFL
Percent of time to program	100%
Selected courses	Elementary, Intermediate, & Advanced Hebrew Israeli Identities
Research/teaching specializations	Modern Hebrew language and literature
Recent publications	2017 <i>What We Talk about When We Talk about Hebrew (And What It Means to Americans)</i> , Coedt. with Nancy Berg, University of Washington Press. 2017 "American Poetry, Jewish Prayer, and World Literature" in <i>Teaching American Jewish Literature</i> ed. Roberta Rosenberg and Rachel Rubinstein. 2016 "Teaching the Shema through Modern Poetry: Jewish Literature as World Literature" in <i>Jewish and Holocaust Literature: Approaches to Teaching</i> ed. Holli Levitsky (SUNY Press).
MA/PhD supervised last 5 years	6
Distinctions	2017: Book Review Editor (Modern Literature), <i>Prooftexts: A Journal for Jewish Literary History</i> . 2015-16: Simpson Center for Humanities Funding Award, UW

WALKER, JOEL

Department	History
Tenure status	Associate Professor (tenured)
Education	Ph.D. 1998 Princeton University M.A. 1994 Princeton University B.A. 1991 Rice University
Academic experience	Visiting appointments: Notre Dame, Uzbek Academy of Sciences
Overseas experience	Research in Turkey, Macedonia, Jordan
Foreign languages	German-2, French-2, Greek-2, Aramaic-2, Latin-2, Turkish-1
Percent of time to program	80%
Selected courses	The World of Late Antiquity Christian Communities of the Middle East Early Christian Monasticism in Egypt, Syria and Palestine The Mongols: Warfare, Trade, and Culture
Research/teaching specializations	Byzantine history, Late Antiquity, Mongols
Recent publications	2017 "Review of <i>The Martyrdom and the History of Blessed Simeon bar Sabba'e</i> by Kyle Smith," in <i>Journal of Early Christian Studies</i> 25.1 2014 "Review of <i>Late Antiquity on the Eve of Islam</i> by Averil Cameron," in <i>Speculum: A Journal of Medieval Studies</i> 89.1 2014 "Perle" in <i>Reallexikon für Antike und Christentum</i> 27
MA/PhD supervised last 5 years	12
Distinctions	2018: UW Honors Program Excellence in Teaching Award 2013-: Jon Bridgman Endowed Professor of History 2012-15: Director, UW Program in Persian and Iranian Studies

Language Competency Modified IRL/ACTFL Scale: 1-Intermediate, 2-Advanced, 3-Superior, 4-Distinguished, 5-Native

WARD, MARK

Department	Jackson School of International Studies
Tenure status	Lecturer (non-tenured)
Education	J.D. 1982 University of California, Berkeley B.A. 1977 University of California, Berkeley
Academic experience	Multiple positions for US Agency for International Development (USAID), United Nations, US Department of State
Overseas experience	Signicant overseas humanitarian work in Syria, Pakistan, Afghanistan, Libya, & Turkey overseeing U.S. government aid programs
Foreign languages	
Percent of time to program	75%
Selected courses	
Research/teaching specializations	Humanitarian emergencies & natural/man-made disasters; public-private partnerships in disaster response
Recent publications	2018 "If Trump pulls aid out of Syria, we'll have created Iraq 2.0," op-ed. in thehill.com, web. 2018 "Assad's Syria plays dirty with US humanitarian aid," op-ed. in thehill.com, web.
MA/PhD supervised last 5 years	N/A
Distinctions	2016-17: Co-Chair of Humanitarian Task Force for Syria, US/State 2012-16: Director, Syria Transition Assistance Response Team, US/State 2010-11: Acting Director, Office of Foreign Disaster Assistance, USAID

WELLMAN, JAMES

Department	Jackson School of International Studies
Tenure status	Professor (tenured)
Education	Ph.D. 1995 University of Chicago M.A. 1984 Princeton Theological Seminary B.A. 1981 University of Washington
Academic experience	Chair of Comparative Religion program
Overseas experience	Uzbekistan, Japan
Foreign languages	German-2, Hebrew-1, French-2
Percent of time to program	40%
Selected courses	Cultural Interactions in an Interdependent World American Religion and US Foreign Policy Comparative Fundamentalisms
Research/teaching specializations	Theoretical study of religion and culture, religion and conflict, sociological aspects of religious experience, intercultural conflict
Recent publications	Forthcoming. "People Forget He's Human": Charismatic Leadership in Institutionalized Religion." <i>Sociology of Religion</i> . 2016 <i>High on God: How the Megachurch Conquered America</i> , (Oxford), under contract. 2016 "Civil Religion," in <i>Encyclopedia of the United States</i> ed. by George Thomas et al. (Rowman & Littlefield).
MA/PhD supervised last 5 years	10
Distinctions	2016: Editorial Advisory Board, Encyclopedia of Christianity in the US. 2014: Nominated, UW Teaching Academy Distinguished Teaching Award.

Language Competency Modified IRL/ACTFL Scale: 1-Intermediate, 2-Advanced, 3-Superior, 4-Distinguished, 5-Native

WILLIAMS, MICHAEL

Department	Jackson School of International Studies
Tenure status	Professor (tenured)
Education	Ph.D. 1977 Harvard University M.A. 1970 Miami University B.A. 1968 Abilene Christian University
Academic experience	Former chair of NELC
Overseas experience	Egypt, Uzbekistan, Tajikistan
Foreign languages	Coptic-3, Greek-3, German-3, French-2, Hebrew-1, Aramaic-1
Percent of time to program	100%
Selected courses	Coptic I, II, III, Introduction to World Religions, Western Tradition
Research/teaching specializations	Comparative religions, history of early Christianity, Late Antique Egypt, Religion in Mediterranean
Recent publications	<i>Forthcoming</i> . "On Ancient 'Gnosticism' as a Problematic Category," in <i>The Gnostic World</i> , ed. Gunner Mikkelsen et al. (Routledge). <i>Forthcoming</i> . "Irenaeus and Opponents on Creator, Creation and the Apostle," in <i>Irenaeus & Paul, vol. 3 of Paul Among the Fathers: Pauline and Patristic Scholars in Debate</i> etd. by Toll D. Still et. al. (T&T Clark). Editors preparing volume. 2017 "'Wisdom, Our Innocent Sister': Reflection on a Mytheme" in <i>Women and Knowledge in Early Christianity</i> etd. by Ulla Tervahuata et al. (Brill). 2016 "Gnosticism Emergent: The Beginning of the Study of Gnosticism in the Academy." in <i>Religion: Secret Religion</i> Etd. by April D. DeConick (Macmillan Reference)
MA/PhD supervised last 5 years	5
Distinctions	

WILLIAMS, NATHALIE

Department	Jackson School of International Studies
Tenure status	Assistant Professor
Education	Ph.D. 2009 University of Michigan-Ann Arbor B.Sc. 1998 University of Puget Sound
Academic experience	2009-12: Post-doc, Univ of North Carolina
Overseas experience	India, Japan
Foreign languages	Japanese-2, Cambodian-2
Percent of time to program	30%
Selected courses	Statistical Concepts and Methods for the Social Sciences
Research/teaching specializations	Labor in the Gulf, armed conflict, community organizations role in moderating conflict, migration during armed conflict,
Recent publications	2015 "Measures of Human Mobility Using Mobile Phone Records Enhanced with GIS Data," in PLOS ONE 10.7 2015 "Associations between the Social Organization of Communities and Psychiatric Disorders in Rural Asia." <i>Social Psychiatry and Psychiatric Epidemiology</i> . 2014 "Migrant Values and Beliefs: How are They Different and How do They Change?" <i>Journal of Ethnic and Migration Studies</i> 40.5
MA/PhD supervised last 5 years	not eligible
Distinctions	2014-19: NIH-NICHD: "Ideational Influences on Migration"

Language Competency Modified IRL/ACTFL Scale: 1-Intermediate, 2-Advanced, 3-Superior, 4-Distinguished, 5-Native

YÜCEL KOÇ, MELIKE

Department	Near Eastern Languages and Civilization
Appointment	Lecturer (non-tenure track)
Education	Ph.D. 2015 Seattle Pacific University M.A. 2011 Portland State University M.A. 2008 Cukurova University B.A. 2005 University of Amsterdam
Academic experience	2013-14: ESL Instructor, Seattle Pacific University
Overseas experience	Study in Turkey
Foreign languages	Turkish-5, German-1
Pedagogy training	TESOL Seattle Pacific University; NELC pedagogy courses
Percent of time to program	100%
Selected courses	Elementary Turkish Intermediate Turkish
Research/teaching specializations	Turkish language pedagogy, TESOL
Recent publications	2017 "Needs Analysis of Turkish Language Learners," MESA 2017, Washington, D.C. 2015 "The Role of Morphological Awareness in Academic Vocabulary and Reading Comprehension Skills of Adult ESL Learners," (Ph.D. Dissertation, Seattle Pacific University). 2011 "Emotion Narratives of Turkish/English Bilinguals" (Thesis, Portland State University)
MA/PhD supervised last 5 years	not eligible
Distinctions	2017: ACTFL-OPI trained/certification in progress

ZAFER, HAMZA

Department	Near Eastern Languages and Civilization
Appointment	Assistant Professor (tenure-track)
Education	Ph.D. 2014 Cornell University M.A. 2011 Cornell University B.A. 2008 Harpur College of Arts & Sciences
Overseas experience	
Foreign languages	Arabic-4, Persian-4, Urdu-Hindi-3, Aramaic-3, Syriac-3, Mishnaic Hebrew-3, Ethiopic-3, French-3, German-2, Greek-2, Sindhi-2
Percent of time to program	100%
Selected courses	Introduction to the Qur'an Introduction to Islam Modern Muslim Beliefs and Practices
Research/teaching specializations	Early Islamic period, textual studies, Islamics, the Qur'an
Recent publications	<i>Forthcoming. The Prehistory of the Caliphate: The Quran, the Quraysh, and the Paradox of Early Muslim History</i> , (ms under review, University of Pennsylvania Press). 2017 <i>Translating Arabic into Hebrew in 12th century Toledo: Studies in Near Eastern Languages and Cultures</i> , Coedited with Sarah J. Pearce (Leiden: Brill). 2017 "For Every People, a Prophet: Qur'anic Historicism and its Early Muslim Transformations." <i>Journal of Quranic Studies</i> 20.1 2016 <i>The Quran Seminar: A Collaborative Study of 50 Select Passages</i> . ed. Gabriel Reynolds and Mehdi Azaiez (Berlin: De Gruyter).
MA/PhD supervised last 5 years	4
Distinctions	2014-17: Secretary, The International Qur'anic Studies Association

Language Competency Modified IRL/ACTFL Scale: 1-Intermediate, 2-Advanced, 3-Superior, 4-Distinguished, 5-Native

NON-TEACHING PERSONNEL

DAVIS, ROBYN

Department	Jackson School of International Studies
Appointment	Director of Fellowships
Education	M.A. 2006 Georgetown University
	B.A. 2001 University of Washington
Academic experience	2007-8: Researcher, University of Qatar; 2008: Al-Waha Concordia Lang Village assistant dean; 2009-10 resident director Arabic Overseas Flagship Alexandria University, 2010 onward-UW
Overseas experience	Egypt, Qatar, Jordan, Syria
Foreign languages	Arabic-4
Percent of time to program	100%
Selected courses	Elementary Arabic
Research/teaching specializations	Arabic language pedagogy, Arabic curriculum design, the language teacher as culture bearer
Recent publications/presentations	2012 "Impact of University of Washington FLAS Program," NAFSA, Tacoma, WA, (Nov. 8) 2012 "Own It! Lesson-Planning as Team Building," Startalk K-12, Foreign Language Educators Conference, Atlanta (Oct 20) 2012 "Muslim Students in the Classroom," WA State Council for the Social Studies Annual Conference, Chelan, Wa (March 10)
MA/PhD supervised in last 5 years	not eligible
Distinctions	2013: Arabic Camp Lead Teacher, Seattle Public Schools 2012-13: Qatar Foundation International, Curriculum Consultant 2010-13: OneWorld Now!, Arabic Curriculum Consultant

HECKER, FELICIA

Department	Jackson School of International Studies
Appointment	Associate Director, Middle East Center
Education	Ph.D. 1994 University of Washington
	M.A. 1977 University of Washington
	B.A. 1974 George Washington University
Overseas experience	Research in China and Taiwan
Foreign languages	Chinese-2+, Persian-1, French-2
Percent of time to program	100%
Research specializations	Sixteenth-century Sino-Iranian trade and diplomatic relations, classical Chinese music and traditional notation
Recent publications/presentations	2009 "Why I No Longer Hate Outreach: The Evolution of an Outreach Coordinator," United States Department of Education Programs Service, Technical Workshop, Arlington, VA (February 2) 2008 "The History of FLAS at the Jackson School of International Studies," Title VI 50th Celebration, Seattle (October 30).
Distinctions	2015-17: Lead and creator of campus-wide international education data project funded by the College of Arts & Sciences, UW. 2001: UW Distinguished Staff Award 1998: Fellow of the Royal Asiatic Society

ST. GERMAIN, MARY

Department	Library
Appointment	Head, Near East Section
Education	Ph.D. 2006 University of Washington
	M.A. 1990 University of Washington
	M.B.A. 1978 University of Washington
	M.L.S. 1973 University of Washington
	B.A. 1972 University of Washington
Overseas experience	Extensive travel in Middle East and Central Asia
Foreign languages	Arabic-3, Persian-2, Turkish-2, Russian-3, Serbo-Croatian-3
Percent of time to program	100%
Recent publications	2013 "Fawzi W. Khoury 1938-2013," in <i>Review of Middle East Studies</i> 47.2.
	2011 <i>Essays in Arabic Literary Biography</i> , editor (Harrassowitz).
	2010 "Tehran Odyssey: Buying and Shipping a Ton of Books from Iran" <i>Library Newsletter</i> (June).
Distinctions	2017: Recipient, 2017 UW Distinguished Librarian Award
	2016: Friends of the Libraries Endowment Award, "Digitization of Oral Histories of Jewish Veterans of the Spanish Civil War," UW.
	2015: UW Libraries Liaison to the Stroum Center for Jewish Studies

APPENDIX B

Course List

APPENDIX B COURSE LIST

MIDDLE EAST LANGUAGES, LITERATURE AND AREA COURSES

LANGUAGE AND LITERATURE COURSES *(offered in target languages)*

Arabic	C-2
Hebrew	C-2
Persian	C-3
Turkish	C-3

AREA STUDIES COURSES

Anthropology	C-5
Archeology	C-5
Architecture	C-5
Business	C-5
Center for Humanities	C-5
Cinema and Media Studies	C-5
Comparative History of Ideas	C-5
Comparative Literature	C-6
Comparative Religion	C-6
Education	C-6
Gender, Women, and Sexuality Studies	C-6
History	C-7
Jackson School of International Studies	C-7
Law	C-10
Law, Societies, and Justice	C-10
Near Eastern Languages and Civilization	C-10
Political Science	C-12

Entries with an asterisk to be supported by US/Ed funding

COURSE NUMBER	COURSE TITLE	INSTRUCTOR	TERM	CREDITS	2016-17 GRADS	UG	2017-18 OFFERED	2018-19 TO OFFER	PERCENT OF ME CONTENT
LANGUAGE AND LITERATURE COURSES									
ARABIC									
ARAB 101, 102, 103	Elementary Arabic	Benson	AWSp	5,5,5	0	17	✓	✓	100%
ARAB 105	Intensive Elementary Arabic	Elkafaifi	Su	15	1	15	✓	✓	100%
ARAB 201, 202, 203	Intermediate Arabic	Ahmed	AWSp	5,5,5	1	13	✓	✓	100%
ARAB 205	Intensive Intermediate Arabic	Ahmed	Su	15	0	4	✓	✓	100%
ARAB 401, 402, 403	Current Issues in Arab Media*	Ahmed	AWSp	5,5,5	0	7	✓	✓	100%
ARAB 404	Arabic Short Stories	Elkhafaifi	W	5	1	2	✓	✓	100%
ARAB 411	Arabic through Song	Elkhafaifi	A	5			✓		100%
ARAB 412	Introduction to Classical Arabic	Elkhafaifi	Su	5			✓		100%
ARAB 490	Supervised Study	Faculty	AWSpSu	(var)			✓	✓	100%
ARAB 499	Undergrad Research	Faculty	AWSpSu	(var)			✓	✓	100%
ARAB 511, 512, 513	Elementary Arabic	Benson	AWSp	5,5,5	3	0	✓	✓	100%
ARAB 515	Intensive Elementary Arabic	Elkafaifi	Su	15	2	1	✓	✓	100%
ARAB 521, 522, 523	Intermediate Arabic	Ahmed	AWSp	5,5,5	4	0	✓	✓	100%
ARAB 525	Intensive Intermediate Arabic	Ahmed	Su	15	2	0	✓	✓	100%
ARAB 541, 542, 543	Current Issues in Arab Media*	Ahmed	AWSp	5,5,5	3	0	✓	✓	100%
ARAB 544	Arabic Short Stories	Elkhafaifi	W	5	2	0	✓	✓	100%
ARAB 551	Arabic through Song	Elkhafaifi	A	5			✓		100%
ARAB 600	Independent Study/Resesarch	Faculty	AWSpSu	(var)			✓	✓	100%
HEBREW									
MODHEB 100	Introduction to Hebrew Language and Culture	Khazzam-Horovitz	Sp	2	1	23	✓	✓	100%
MODHEB 101, 102, 103	Elementary Modern Hebrew	Khazzam-Horovitz	AWSp	5,5,5	0	15	✓	✓	100%
MODHEB 105	Intensive Elementary Modern Hebrew	Khazzam-Horovitz	Su	15	0	5	✓	✓	100%
MODHEB 200	Hebrew Conversation	Romano	W	2	2	3	✓	✓	100%
MODHEB 201, 202, 203	Intermediate Modern Hebrew	Romano	AWSp	5,5,5	0	6	✓	✓	100%
MODHEB 402	Introduction to Hebrew Literature	Sokoloff	W	5			✓	✓	100%

Entries with an asterisk to be supported by US/Ed funding

COURSE NUMBER	COURSE TITLE	INSTRUCTOR	TERM	CREDITS	2016-17		2017-18 OFFERED	2018-19 TO OFFER	PERCENT OF ME CONTENT
					GRADS	UG			
MODHEB 408	Modern Hebrew Prose	Sokoloff	A	5			✓		100%
MODHEB 490	Supervised Study	Faculty	AWSpSu	(var)	1	3	✓	✓	100%
MODHEB 496	Modern Hebrew Prose	Sokoloff	A	5	1	0	✓	✓	100%
MODHEB 499	Undergrad Research	Faculty	AWSpSu	(var)			✓	✓	100%
MODHEB 511, 512, 513	Elementary Modern Hebrew	Khazzam-Horovitz	AWSp	5,5,5	2	0	✓	✓	100%
MODHEB 515	Intensive Elementary Modern Hebrew	Khazzam-Horovitz	Su	15	1	0	✓	✓	100%
MODHEB 521, 522, 523	Intermediate Modern Hebrew	Romano	AWSp	5,5,5	3	0	✓	✓	100%
MODHEB 600	Independent Study/Research	Faculty	AWSpSu	(var)	2	0	✓	✓	100%
PERSIAN									
PRSAN 101, 102, 103	Elementary Persian	Shams	AWSp	5,5,5	0	8	✓	✓	100%
PRSAN 105	Intensive Elementary Persian	Shams	Su	15			✓	✓	100%
PRSAN 201, 202, 203	Intermediate Persian	Shams	AWSp	5,5,5	0	6	✓	✓	100%
PRSAN 401	Introduction to Persian Literature	Shams	A	5			✓	✓	100%
PRSAN 402	Classical Persian Literature	Alavi	A	5	2	3	✓	✓	100%
PRSAN 403	Modern Persian Literature	Alavi	Sp	5			✓		100%
PRSAN 405	Media Persian	Alavi	W	5	3	1	✓	✓	100%
PRSAN 454	The Epic Tradition in Iran	Alavi	W	3			✓		100%
PRSAN 490	Supervised Study	Faculty	AWSpSu	(var)	0	3	✓	✓	100%
PRSAN 496	Writing the Iranian Revolution	Alavi	Sp	3	3	4	✓	✓	100%
PRSAN 499	Undergrad Research	Faculty	AWSpSu	(var)			✓	✓	100%
PRSAN 511, 512, 513	Elementary Persian	Shams	AWSp	5,5,5	5	0	✓	✓	100%
PRSAN 515	Intensive Elementary Persian	Shams	Su	15			✓	✓	100%
PRSAN 521, 522, 523	Intermediate Persian	Shams	AWSp	5,5,5	4	0	✓	✓	100%
PRSAN 542	Classical Persian Literature: A Survey	Alavi	A	5	5	0	✓	✓	100%
PRSAN 600	Independent Study/Research	Faculty	AWSpSu	(var)	2	0	✓	✓	100%
TURKISH									
TKISH 101, 102, 103	Elementary Turkish (w/ Bellevue CC)*	Yucel	AWSp	5,5,5	0	6	✓	✓	100%

Entries with an asterisk to be supported by US/Ed funding

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Entries with an asterisk to be supported by US/Ed funding

COURSE NUMBER	COURSE TITLE	INSTRUCTOR	TERM	CREDITS	2016-17 GRADS	UG	2017-18 OFFERED	2018-19 TO OFFER	PERCENT OF ME CONTENT
AREA STUDIES COURSES									
ANTHROPOLOGY									
ANTH 269	Introduction to the Silk Road	Mawkanuli	ASu	5,5	0	15	✓	✓	75%
ANTH 269	Modern Middle East and Central Asia	Mawkanuli	WSu	5,5	0	11	✓	✓	75%
ANTH 323	Human Rights Law in Culture and Practice	Osanloo	SpSu	5,5	1	23	✓	✓	50%
ANTH 357	Peoples and Cultures of Central and Inner Asia	Mawkanuli	Sp	5	0	9	✓	✓	50%
ANTH 369	Anthropology of Islam and Muslim Societies	Perez	Sp	5	2	32	✓	✓	100%
ANTH 413	Post-Colonial Identity and Conflict in the Middle East/North Africa	Perez	Su	5	0	9		✓	100%
ANTH 469	Anthropology of Migration, Displacement, and Return	Perez	W	5	7	23	✓	✓	75%
ANTH 497	Domesticating International Human Rights	Osanloo	W	5	0	4	✓	✓	50%
ANTH 522	Peoples and Cultures of Central and Inner Asia	Mawkanuli	Sp	5			✓		50%
ARCHEOLOGY									
ARCHY 212 A	Archeology of Egypt	Selover	Sp	5			✓		100%
ARCHY 369 B	Archeology of Early Islam	Selover	Sp	5			✓		100%
ARCHITECTURE									
ARCH 251	World Architecture Non-Western Cultures	Prakash	ASp	5,5	0	246	✓	✓	25%
ARCH 442	Africa and Middle East Seminar	McLaren	Sp	3	0	12	✓	✓	75%
ARCH 598	Special Topics: Africa and Middle East Seminar	McLaren	Sp	3	7	0	✓	✓	75%
BUSINESS									
I BUS 490 A	Economic and Business Trends in the Middle East*	Coates Ulrichsen	W	3	1	2	✓	✓	100%
CENTER FOR HUMANITIES									
HUM 597	Writing the Iranian Revolution:	Alavi	Sp	1	1	0	✓	✓	100%
CINEMA & MEDIA STUDIES									
CMS 320	Middle East Through Cinema	DeYoung	A	5			✓	✓	100%
COMPARATIVE HISTORY OF IDEAS									

Entries with an asterisk to be supported by US/Ed funding

COURSE NUMBER	COURSE TITLE	INSTRUCTOR	TERM	CREDITS	2016-17		2017-18 OFFERED	2018-19 TO OFFER	PERCENT OF ME CONTENT
					GRADS	UG			
CHID 250	Utopias Gone Awry: Conflict and Paradise in the Black Sea Region	Childs	W	5			✓		50%
CHID 250	Gender, Conflict, and Peacebuilding	Pepper	Su	5			✓		50%
CHID 480	Race, Colonialism, and Diaspora	Reddy	A	5			✓		40%
CHID 498	Special Colloquia: Graphic Novels & Jewish Memory	Benzikry-Stern	Sp	3	0	20			50%
COMPARATIVE LITERATURE									
C LIT 250	The Bible/The Koran	Collins	Sp	5			✓		100%
C LIT 252	Autobiography, Memoir, and More	Sokoloff	Sp	5			✓		50%
C LIT 323	Prayer and Poetry: Judaic and Islamic Traditions	Sokoloff	W	5	0	8	✓	✓	100%
C LIT 323	Middle Eastern Literature as World Literature	Nolte	Sp	5	0	23			100%
C LIT 396	Arab American Authors	DeYoung	W	5	0	3	✓	✓	100%
C LIT 396	One Thousand and One Nights	DeYoung	W	5			✓		100%
COMPARATIVE RELIGION									
RELIG 145	Introduction to Judaism	Ahuvia	A	5			✓	✓	100%
RELIG 201	Introduction to Western Religions	Ahuvia	W	5			✓	✓	75%
RELIG 211	Muslim Beliefs and Practices	DeYoung	Su	5			✓		100%
RELIG 212	Intro to the Qur'an	DeYoung	Sp	5	0	18	✓	✓	100%
RELIG 307	Religion and World Politics	Gill	ASu	5,5			✓		40%
RELIG 430	Muslim Scripture, Historiography, and Exegesis	Mahmood	A	3			✓		100%
RELIG 440	Angels	Ahuvia	W	5			✓	✓	100%
RELIG 490	Religion and Violence	Tite	A	5			✓		50%
RELIG 502	Entangled Histories: Christians and Muslims in the ME	Walker	Sp	5			✓		100%
EDUCATION									
EDC&I 505	Teaching about the Middle East	Kaviani	SpSu	(var)	0	1	✓		100%
GENDER, WOMEN, AND SEXUALITY STUDIES									

Entries with an asterisk to be supported by US/Ed funding

COURSE NUMBER	COURSE TITLE	INSTRUCTOR	TERM	CREDITS	2016-17		2017-18 OFFERED	2018-19 TO OFFER	PERCENT OF ME CONTENT
					GRADS	UG			
GWSS 490	Special Topics: Gender and Sexuality in India and Turkey	Misra	Sp	5	0	10	✓	✓	75%
GWSS 490	Special Topics: Race, Colonialism, and Diaspora	Reddy	A	5			✓		40%
HISTORY									
HSTAM 250	Mongol Empire	Walker	Sp	5			✓		50%
HSTCMP 250	Introduction to Jewish Cultural History	Naar	W	5	0	24	✓	✓	100%
HSTCMP 290	Indiana Jones and Archeology in the Mediterranean World	Elezovic	Su	5	0	17			50%
HSTCMP 469	Sephardic Diaspora	Naar	Sp	5	0	10	✓	✓	50%
HSTCMP 490	Israel in a Global Context	Halperin	A	5			✓		100%
HSTAFM 162	Islam & Near East History to 1800	Webster	Sp	5	0	24	✓	✓	100%
HSTAFM 163	The Modern Middle East	Bet-Shlimon	W	5	0	79	✓	✓	100%
HSTAFM 463	Modern Persian Gulf	Bet-Shlimon	Sp	5			✓		100%
HSTAFM 490	Identity & Politics in the Modern Middle East	Bet-Shlimon	A	5			✓	✓	100%
HSTAFM 562	Ottoman History: Religion, Society, and the Mongols	Walker	W	5	1	0	✓	✓	100%
HSTAFM 563	Modern Near East	Bet-Shlimon	A	(var)	6	0	✓	✓	100%
HSTAFM 590	Entangled Histories: Christians and Muslims in the ME	Walker	Sp	5			✓		100%
HSTRY 388	Identity & Politics in the Modern Middle East	Bet-Shlimon	A	5	0	15	✓	✓	100%
HSTRY 388 C	Jerusalem and the Holy Land	Walker	W	5			✓	✓	100%
HSTRY 498	Cities in the Modern Middle East	Bet Shlimon	W	5			✓		100%
JACKSON SCHOOL OF INTERNATIONAL STUDIES									
JSIS 478	Fundamentals of Global Cybersecurity*	Beyer	W	5				✓	50%
JSIS 487 A	Reassessing the Arab Spring	Coates Ulrichsen	A	5	1	9	✓	✓	100%
JSIS 487 A	Economic and Business Trends in the Middle East*	Coates Ulrichsen	W	3	2	7	✓	✓	100%
JSIS 487 A	Human Rights in Islam	Basic	Sp	5	0	13	✓	✓	100%
JSIS 487 B	Culture and Conflict in the Middle East	Holmes-Eber	Sp	5	16	1	✓	✓	100%
JSIS 487 B	Modern Middle East & Central Asia	Mawkanuli	WSu	5,5	4	2	✓	✓	100%
JSIS 487	Building Multi-Sector Entrepreneurship in Oman*	Fenner	W	3				✓	100%

Entries with an asterisk to be supported by US/Ed funding

COURSE NUMBER	COURSE TITLE	INSTRUCTOR	TERM	CREDITS	2016-17		2017-18 OFFERED	2018-19 TO OFFER	PERCENT OF ME CONTENT
					GRADS	UG			
JSIS 487	Practicum in Middle East Cybersecurity*	Beyer	Sp	3				✓	100%
JSIS 495	Syrian Conflict: Impacts on Women & Children	Holmes-Eber	W	5	0	16	✓	✓	100%
JSIS 498 A	Israel-Palestine in a Historical Perspective	Pianko	Sp	5	0	15	✓	✓	100%
JSIS 498 B	Contemporary Islamist Movements and the New Jihads	Robinson	Sp	5	0	12	✓	✓	100%
JSIS 498 A	The US and the War in Iraq	Kasaba	W	5			✓		100%
JSIS 498 E	Nationalism, History, and Collective Memory	Halperin	Sp	5			✓		100%
JSIS 498	New Approaches to Israel and Palestine	Pianko	A	5				✓	100%
JSIS 498	Jihad and Crusades from the Mid Ages to the Mod Era	Basic	A	5				✓	100%
JSIS 537	Trends in International Migration	Friedman	Sp	5	9	0	✓	✓	60%
JSIS 534	Legal Foundations of the World Order	Lorenz	A	5				✓	60%
JSIS 541	Religion and Conflict in International Politics	Wellman	Sp	5	7	0	✓	✓	50%
JSIS 542	Dimensions of Security	Coates Ulrichsen	A	5			✓		50%
JSIS 546	Modernity After Empire: View from the Global South	Kale	W	5			✓		50%
JSIS 587 A	Reassessing the Arab Spring	Coates Ulrichsen	A	5	10	0	✓		100%
JSIS 587 A	Economic and Business Trends in the Middle East*	Coates Ulrichsen	W	3	5	0	✓	✓	100%
JSIS 587 A	Culture and Conflict in the Middle East	Holmes-Eber	Sp	5	3	1	✓	✓	100%
JSIS 587 B	Teaching about the Middle East	Kaviani	SpSu	3	2	1	✓		100%
JSIS 587	Building Multi-Sector Entrepreneurship in Oman*	Fenner	W	3				✓	100%
JSIS 596	Field Seminar in Religions, Cultures, and Civilizations	Robinson	W	5	7	0	✓	✓	50%
JSIS 597	Field Seminar in States, Markets, and Societies	Radnitz	W	5	7	0	✓	✓	25%
JSIS 598	Field Seminar in Peace, Violence, and Security	Bessner	Sp	5	4	0	✓	✓	50%
JSIS A 210	Introduction to Islamic Civilization	Mahmood	A	5	0	27	✓	✓	75%
JSIS A 268	Introduction to the Silk Road	Mawkanuli	ASu	5,5	4	2	✓	✓	75%
JSIS A 314	Israel: Dynamic Society and Global Flashpoint	Halperin	A	5			✓	✓	100%
JSIS A 349	Migration and Multiculturalism in the Mediterranean	Klapaki	Sp	5	0	8	✓	✓	50%
JSIS A 357	Peoples and Cultures of Central and Inner Asia	Mawkanuli	Sp	5	0	6	✓	✓	50%
JSIS A 402	The Middle East in the Modern World	Kasaba	A	5	0	15	✓		100%

Entries with an asterisk to be supported by US/Ed funding

COURSE NUMBER	COURSE TITLE	INSTRUCTOR	TERM	CREDITS	2016-17		2017-18 OFFERED	2018-19 TO OFFER	PERCENT OF ME CONTENT
					GRADS	UG			
JSIS A 465	International Humanitarian Law: Middle East*	Lorenz	Sp	5	1	15	✓	✓	80%
JSIS A 493	Water and Security in the Middle East	Lorenz	A	5	0	14	✓	✓	100%
JSIS A 544,545,546	Reading Seminar on Middle East Studies	Robinson	AWSp	2,2,2	8	3	✓	✓	100%
JSIS A 560	Seminar on Turkish Studies	Kasaba	AWSp	2,2,2	6	1	✓	✓	100%
JSIS A 593	Water and Security in the Middle East	Lorenz	A	5	5	0	✓	✓	100%
JSIS B 311	Myth of War	Basic	SpSu	5,5			✓		50%
JSIS B 315	Law, State, and Society	Bakkalbasioglu	Su	5	0	3			50%
JSIS B 324	Immigration	Friedman	A	5	1	39	✓	✓	25%
JSIS B 365	World Cities in the Mediterranean	Kentel	Su	5			✓		75%
JSIS B 406	Political Islam and Islamic Fundamentalism	Wasif	Su	5	1	3	✓		75%
JSIS B 423	Practicing American Foreign Policy	Wall	Sp	5	0	19	✓	✓	30%
JSIS B 429	Nuclear Nonproliferation and International Safeguards	Undem	A	5	0	15	✓	✓	50%
JSIS B 436	Ethnic Politics	Basic	WSu	5,5			✓		50%
JSIS B 441	Forced Migrations	Friedman	Sp	5	1	24	✓	✓	75%
JSIS B 526	Political Islam	Robinson	A	5				✓	100%
JSIS B 541	Forced Migrations	Friedman	Sp	5	2	2	✓	✓	75%
JSIS C 145	Introduction to Judaism	Pianko	A	5	0	22	✓	✓	100%
JSIS C 201	Introduction to Western Religions	Ahuvia	W	5	0	49	✓	✓	75%
JSIS C 250	Introduction to Jewish Cultural History	Naar	W	5	0	34	✓	✓	100%
JSIS C 307	Religion and World Politics	Gill	A	5	0	33	✓	✓	50%
JSIS C 418	Jewish Philosophy	Rosenthal	Sp	5	1	2	✓	✓	100%
JSIS C 430	Muslim Scripture, Historiography, and Exegesis	Mahmood	A	3	0	3	✓	✓	100%
JSIS C 466	Sephardic Diaspora	Naar	Sp	5	0	33	✓	✓	100%
JSIS C 489	Advanced Topics: Jewish-Islamic Traditions	Sokoloff	W	5	1	1	✓	✓	100%
JSIS C 489	Advanced Topics: Graphic Novels & Jewish Memory	Benzikry-Stern	Sp	3	3	1	✓	✓	60%
JSIS C 502	Religion, Society, and the Mongols	Walker	W	5	2	0	✓	✓	100%
JSIS D 572	Peoples and Cultures of Central and Inner Asia	Mawkanuli	Sp	5			✓		50%

Entries with an asterisk to be supported by US/Ed funding

COURSE NUMBER	COURSE TITLE	INSTRUCTOR	TERM	CREDITS	2016-17		2017-18 OFFERED	2018-19 TO OFFER	PERCENT OF ME CONTENT
					GRADS	UG			
LAW									
LAW B 556	Islamic Law	Lombardi	AW	4,4	11	0	✓	✓	100%
LAW B 595	International Humanitarian Law Middle East*	Lorenz	Sp	4	15	1	✓	✓	80%
LAW E 560	Muslim Legal Systems	Lombardi	Sp	3			✓		100%
LAW, SOCIETIES, AND JUSTICE									
LSJ 320	The Politics and Law of International Human Rights	Mayerfeld	A	5	0	114	✓	✓	30%
LSJ 321	Human Rights Law in Culture and Practice	Osanloo	SpSu	5,5	0	109	✓	✓	50%
LSJ 425	Domesticating International Human Rights	Osanloo	W	5	0	22	✓	✓	30%
LSJ 510	Gender and Law in Muslim-Majority Societies	Osanloo	A	(var)			✓		100%
NEAR EASTERN LANGUAGES AND CIVILIZATION									
NEAR E 101	Gateway to the Near East	Martin	W	5	0	151	✓	✓	100%
NEAR E 196	The Novel in Turkish	Yucel	A					✓	100%
NEAR E 201	Introduction to the Ancient Near East	Martin	A	5	0	100	✓	✓	100%
NEAR E 208	Introduction To Ancient Near Eastern Archeology	Selover	W	5	0	36	✓	✓	100%
NEAR E 229	Introduction to Islamic Civilization	Mahmood	A	5	0	67	✓	✓	100%
NEAR E 230	Muslim Beliefs and Practices	DeYoung	Su	5			✓		100%
NEAR E 231	Intro to the Qur'an	DeYoung	Sp	5	0	44	✓	✓	100%
NEAR E 241	Voices of the Iranian Revolution	Alavi	Sp	5	0	56	✓	✓	100%
NEAR E 266	The Modern Middle East and Central Asia	Mawkanuli	WSu	5,5	0	14	✓	✓	75%
NEAR E 268	Introduction to the Silk Road	Mawkanuli	ASu	5,5	0	20	✓	✓	75%
NEAR E 286	Literature and Cinema of War	Alavi	Sp	5			✓		100%
NEAR E 287	The Near East in Song	Sokoloff	A	(var)	0	23	✓	✓	100%
NEAR E 296 A	Autobiography, Memoir, and More	Sokoloff	Sp	5			✓		50%
NEAR E 296 B	Archeology of Ancient Egypt	Selover	Sp	5			✓		100%
NEAR E 312	Destruction of Cultural Heritage Sites in Middle East	Selover	A	5	0	13	✓	✓	100%

Entries with an asterisk to be supported by US/Ed funding

COURSE NUMBER	COURSE TITLE	INSTRUCTOR	TERM	CREDITS	2016-17		2017-18 OFFERED	2018-19 TO OFFER	PERCENT OF ME CONTENT
					GRADS	UG			
NEAR E 314	Archeology of Early Islam	Selover	Sp	5			✓		100%
NEAR E 315	Israel: Dynamic Society and Global Flashpoint	Halperin	A	5			✓	✓	100%
NEAR E 320	Prayer and Poetry in Jewish and Islamic Traditions	Alavi	W	5	0	10	✓	✓	100%
NEAR E 329	Classic Arabic Literature in Translation	DeYoung	Sp	5			✓		100%
NEAR E 330	Colonialism, Nationalism, and the Modern Arabic Novel	DeYoung	W	5			✓		100%
NEAR E 331	1001 Nights	DeYoung	W	5			✓		100%
NEAR E 332	Arab-American Writers	DeYoung	W	5	0	10	✓	✓	100%
NEAR E 333	Prophecy in Judaism, Christianity, and Islam	Mahmood	W	3	0	18	✓	✓	100%
NEAR E 334	Arab Culture	DeYoung	A	5				✓	100%
NEAR E 335	Language Conflict/Identity in Middle East N. Africa	Elkhafaifi	ASu	5,5	0	18	✓	✓	100%
NEAR E 345	Persian Literature in Translation	Alavi	W	5				✓	100%
NEAR E 357	Peoples and Cultures of Central and Inner Asia	Mawkanuli	Sp	5	0	7	✓	✓	75%
NEAR E 371	Ottoman Literature	Kuru	Sp	5			✓		100%
NEAR E 386	The Middle East Through Cinema	DeYoung	A	(var)	0	5	✓	✓	100%
NEAR E 396	Middle Eastern Literature as World Literature	Nolte	Sp	5	0	1	✓	✓	100%
NEAR E 396	Muslim Historiography	Mahmood	W	3			✓		100%
NEAR E 396	Political History of the Caliphate	Mahmood	Sp	3			✓		100%
NEAR E 429	Islamic Mystical Literature in English	DeYoung	Su	5	1	11		✓	100%
NEAR E 430	Muslim Scripture, Historiography, and Exegesis	Mahmood	A	3	1	8	✓	✓	100%
NEAR E 431	Arabic Linguistics	Elkhafaifi	W	5			✓	✓	100%
NEAR E 432	Arabic Sociolinguistics	Elkhafaifi	W	5			✓		100%
NEAR E 457	Turkic Linguistics	Mawkanuli	Sp	5			✓		50%
NEAR E 496	Advanced Studies: Ethics in Islamic Culture	DeYoung	W	5	0	1	✓	✓	100%
NEAR E 499	Undergrad Research: "Digital Texts in the Humanities"	Andrews	A	(var)			✓	✓	50%
NEAR E 520	Prayer and Poetry in the Jewish and Islamic Traditions	Alavi	W	5	2	0	✓	✓	100%
NEAR E 529	Classical Arabic Literature in Translation	DeYoung	Sp	5			✓		100%

Entries with an asterisk to be supported by US/Ed funding

COURSE NUMBER	COURSE TITLE	INSTRUCTOR	TERM	CREDITS	2016-17		2017-18 OFFERED	2018-19 TO OFFER	PERCENT OF ME CONTENT
					GRADS	UG			
NEAR E 532	Arab-American Writers	DeYoung	W	5	1	0	✓	✓	100%
NEAR E 533	Prophecy in Judaism, Christianity, and Islam	Mahmood	W	5	4	0	✓	✓	100%
NEAR E 535	Language Conflict/Identity in Middle East N. Africa	Elkhafaifi	ASu	5,5	6	0	✓	✓	100%
NEAR E 536	Islamic Law	Lombardi	AW	(var)	1	0	✓		100%
NEAR E 538	Arabic Linguistics	Elkhafaifi	W	5			✓	✓	100%
NEAR E 539	Arabic Sociolinguistics	Elkhafaifi	W	5			✓		100%
NEAR E 558	Peoples and Cultures of Central and Inner Asia	Mawkanuli	Sp	5	5	0	✓	✓	75%
NEAR E 571	Ottoman Literature	Kuru	Sp	5			✓		100%
NEAR E 586	Middle East Through Cinema	DeYoung	A	(var)	2	0	✓	✓	100%
NEAR E 587	Teaching Arabic as a Foreign/Second Language	Elkhafaifi	A	3	1	0	✓	✓	100%
NEAR E 590	Ancient Cosmologies	Noegel	A	3	4	0	✓	✓	100%
NEAR E 590	Writing the Iranian Revolution: Memory, Testimony, Time	Alavi	Sp	3	5	0	✓	✓	100%
NEAR E 596	Muslim Scripture, Historiography, and Exegesis	Mahmood	A	3	1	0	✓	✓	100%
NEAR E 596	Ethics in Islamic Culture	Deyoung	W	5	3	0	✓	✓	100%
NEAR E 596	Teaching and Testing, Listening and Speaking	Elkhafaifi	Sp	3	1	2	✓	✓	100%
NEAR E 596	Muslim Historiography	Mahmood	W	3			✓		100%
POLITICAL SCIENCE									
POL S 307	Religion and World Politics	Gill	ASu	5,5	0	159	✓	✓	50%
POL S 314	Israel in a Global Context	Halperin	A	5			✓	✓	100%
POL S 321	American Foreign Policy	Kier	WSu	5,5	0	194	✓	✓	30%
POL S 325	The Arab-Israeli Conflict	Duman	WSu	5,5	0	134	✓	✓	100%
POL S 331	Government and Politics in the Middle East and North Africa	Walid	Su	5			✓		100%
POL S 332	The Politics of Terror and Terrorism	Goldberg	A	5	0	85	✓		50%
POL S 368	The Politics and Law of International Human Rights	Mayerfeld	A	5	0	95	✓	✓	30%
POL S 407	International Conflict	Kier	Sp	5	0	93	✓	✓	30%
POL S 432	Political Islam and Contemporary Islamist Movements	Wasif	Su	5	0	9	✓		100%

Entries with an asterisk to be supported by US/Ed funding

COURSE NUMBER	COURSE TITLE	INSTRUCTOR	TERM	CREDITS	2016-17		2017-18 OFFERED	2018-19 TO OFFER	PERCENT OF ME CONTENT
					GRADS	UG			
POL S 436	Ethnic Politics	Basic	WSu	5,5			✓		50%
POL S 524	International Security	Kier	Sp	5	7	0	✓	✓	30%

APPENDIX C

Performance Measure Forms

APPENDIX C

PERFORMANCE MEASURES FORMS

1.A. Goal Statement: Build Middle East language capacity at the community college level through use of technology TYPES: Undergraduate courses & Outreach									
2. Performance Measures	3. Activities	4. Data/Indicator	5. Frequency	6. Data Source	7. Baseline & Targets				
					BL	T1	T2	T3	T4
1. Academic-year curriculum made available for first-year Turkish language course live-streamed to Bellevue Community College.	Curriculum designed and adapted to simultaneous live-stream classroom environment	Number of units adapted and modified	Annual	Lead instructor's reports	15	30	0	0	0
2. Access to first-year Turkish instruction provided to 10 (cumulative) community college students by the end of the grant period	Offer AY first-year Turkish language course	Number of students enrolled in course	Annual	Registrar's enrollment data	0	2	2	3	3

1.B. Goal Statement: Build Middle East area capacity in the discipline of cybersecurity
TYPES: Undergraduate and graduate courses

2. Performance Measures	3. Activities	4. Data/ Indicator	5. Frequency	6. Data Source	7. Baseline & Targets				
					BL	T1	T2	T3	T4
1. Increase the number of Middle East cybersecurity courses offered to 6 (cumulative)	Design curriculum for proposed cybersecurity courses and offer courses	Number of listing in Times Schedule	Annual	Time Schedule	0	1	1	2	2
2. Increase the number of students studying and trained in Middle East cybersecurity to 10 (cumulative)	Promote courses via short videos, adviser briefings, listservs, fliers, and social media	Number of students enrolled	Annual	UW Enterprise Data Warehouse	0	1	2	3	4

1.C. Goal Statement: Expand understanding of the Middle East in government, medical, and legal/judicial sectors
TYPES: Outreach

2. Performance Measures	3. Activities	4. Data/ Indicator	5. Frequency	6. Data Source	7. Baseline & Targets				
					BL	T1	T2	T3	T4
1. Expand Bridging Cultures training sessions to target government, medical, legal/judicial sectors to 7 (cumulative)	Redesign Bridging Cultures training session to meet the needs of new targeted constituencies	Number of training sessions offered	Annual	Center records	0	1	2	2	2
2. Increase number of target participants to 20 (cumulative)	Promote Bridging Cultures training sessions via professional organization and offer CEUs	Number of target participants registered for trainings	Annual	Center records	0	5	5	5	5

APPENDIX D

LETTERS OF SUPPORT



May 7, 2018

Members of the 2018 Middle East NRC/FLAS Competition Review Committee,

I am very pleased to write a letter of endorsement for Professor Arzoo Osanloo, the Director of the Middle East Center, Henry M. Jackson School of International Studies, University of Washington and Project Director of the grants proposed in the accompanying competition package.

Professor Osanloo brings unique expertise and talent to her position as Director of the Middle East Center, which she has held for the past three years. In a volatile field of study and across the nineteen departments and sixty-seven faculty who comprise the UW's Middle East Center, she has built consensus and encouraged productive and valuable cooperation and alliances leading to the innovative teaching, scholarly research, and outreach activities of the Center.

Her educational background, which pairs a J.D. specializing in immigration/human rights law with a Ph.D. in Middle East Anthropology, allows her to bring a strong skill-set to the leadership of the Center that provides both vision and openness to diverse perspectives, as well as contributing substantially to the Center's curriculum in her own courses and research on gender, human rights, and immigration law.

Throughout the attached proposal you will find the impact of Professor Osanloo's administrative and academic leadership. I enthusiastically recommend to the competition review team this very well-designed project to be led by Professor Arzoo Osanloo.

Yours sincerely,

Reşat Kasaba
Stanley D. Golub Chair of International Studies
Director, Henry M. Jackson School of International Studies

May 29, 2018

The Honorable Elisabeth DeVos
Secretary of Education
United States Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

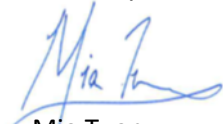
Dear Madam Secretary,

I am writing in support of proposals from the University of Washington's National Resource Centers: Center for Global Studies, South Asia Center, East Asia Center, Center for West European Studies, Canadian Studies Center, Middle East Center, and The Ellison Center for Russia, East European and Central Asian Studies for grant funding from the U.S. Department of Education under Title VI.

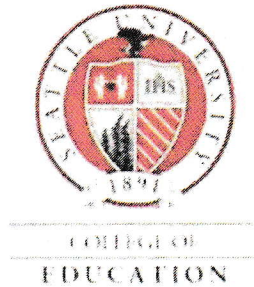
The College of Education and UW's National Resource Centers are poised to collaborate on several projects over the next four years intended to increase and support area and international studies course content and activities among students, staff, and faculty in the College of Education. We will endeavor to link College of Education initiatives and activities to area and international studies faculty across the University and in the region. Our collaboration may include, but is not limited to: teacher-preparation; course development grants; speakers' series; symposia; conferences; faculty travel and research; partnerships with local K-12, community colleges, and minority-serving institutions; projects on diversity and immigration in education; and initiatives regarding global indigeneity.

At the University of Washington, we are proud of our ability to transcend programmatic boundaries and engage in authentic interdisciplinary work. We look forward to collaborating with the UW's National Resource Centers during this grant cycle and beyond.

Sincerely,



Mia Tuan
Dean and Professor



January 2, 2018

Dr. Arzoo Osanloo
Director, Middle East Center, Box 353650
University of Washington
Seattle, WA 98195

Dear Dr. Osanloo,

As a professor of teacher education at Seattle University, I am writing to express my appreciation and support of the "Bridging Cultures Program" at the University of Washington. I first encountered the "Bridging Cultures Program" and the presentation of David Fenner at the Washington State Council for the Social Studies Conference and was eager to bring this program to our preservice teachers at Seattle University's Master in Teaching Program.

Dr. Fenner's presentation is an important component of our "Education for Social Change" course. It is our plan to continue to have him present on "Bridging Cultures: How to Help Students from Muslim-Majority Countries Succeed in the American Educational System." Students routinely express their appreciation for this presentation that is so vital to beginning teachers who often have limited understanding of students from Muslim-majority countries. We in the MIT Program are fully supportive of this excellent program.

Sincerely,

A handwritten signature in blue ink that reads "Margit E. McGuire". The signature is written in a cursive, flowing style.

Margit E. McGuire, PhD
Professor Seattle University College of Education



February 1, 2018

Dr. Arzoo Osanloo
Director, Middle East Center, Box 353650
University of Washington
Seattle, WA 98195

Re: Endorsement for Bridging Cultures Training Workshop

Dear Dr. Osanloo,

I received the request for my endorsement for Bridging Cultures Training Workshops facilitated by David Fenner. The workshops were great resources for our district and helped our employees understand the culture that they are not familiar with. Our employees then can bring the knowledge back to the classrooms and help our students to succeed. It is my honor to grant my endorsement for the US Department of Education competition for funding.

Sincerely,

Kai-Chin Chan
Students and Family Advocate
Seattle Public Schools

February 15, 2018

Dr. Arzoo Osanloo
Director, Middle East Center
University of Washington
Box 353650
Seattle, WA 98195



Dear Dr. Osanloo,

I am sharing my strong endorsement of the collaboration between OneWorld Now! (OWN) and the University of Washington Middle East Center via US/ED National Resource Center funding. OneWorld Now! is a nationally recognized global leadership program for underserved high school youth. After sixteen years of programing, we remain one of the few programs in the United States that provides Arabic language instruction, leadership development, and study abroad scholarships to low-income and minority high school youth.

The US/ED National Resource Center funding is critical in providing essential Arabic teacher training, professional development, instruction, and assessment of our program. This funding and partnership enable us to bring more under-represented students into the field of Middle East Studies.

We are grateful for the critical support of the Middle East Center over the past several years. Our program has been strengthened in terms of the quality of programing and the number of students served as a result of this collaboration.

Thank you in advance for your continued support and partnership.

Sincerely,

A handwritten signature in dark ink, appearing to read "Jennifer Tanaka". The signature is fluid and cursive, with the first name being more prominent.

Jennifer Tanaka
Executive Director

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

UNIVERSITY OF WASHINGTON, SEATTLE

Comprehensive NRC: MIDDLE EAST

Budget: FY 2018-21

CPP: Competitive Preference Priority

TITLE VI FUNDS

					Fiscal Yr: Academic Yr:	Year 1 2018 2018-19	Year 2 2019 2019-20	Year 3 2020 2020-21	Year 4 2021 2021-22	Total	Section Numbers
1. SALARIES											
					Benefits						
					Year 1 Year 2 Year 3 Year 4						
A. Administrative											
1.	Associate Director (F. Hecker)					28,037	29,158	30,324	31,537	119,056	2.1, 2.4 3.3., 4.1
	30% of salary 12 months										
	Benefits 33.30%	9,336	9,710	10,098	10,502						
2.	FLAS coordinator (R. Davis)					3,586	3,729	3,878	4,033	15,226	2.1, 2.4, 8.7, 10.1-3
	5% of salary 12 months										
	Benefits 33.30%	1,194	1,242	1,291	1,343						
3.	Data Manager-Analyst (D. Craig)					3,060	3,182	3,309	3,441	12,992	1.2, 2.4, 2.5
	7% of salary 12 months										
	Benefits 33.30%	1,019	1,060	1,102	1,146						
4.	Hourly student workers					5,000	5,000	5,000	5,000	20,000	2.4
	Benefits 21.30%	1,065	1,065	1,065	1,065						
Subtotal, Administration						39,683	41,069	42,511	44,011	167,274	
B. Language Instruction											
1.	ARABIC					20,006	20,806	21,638	22,504	84,954	1.2
	Arab Media-Advanced										
	Lecturer (K. Ahmed)										
	3 quarters, 5 credits										
	9 mos. @ 35% (w/GSC)										
	Benefits 26.20%	5,242	5,451	5,669	5,896						
2.	CPP-1 TURKISH					14,113	14,678	15,265	15,876	59,932	1.2, 7.2, 9.2
	Elementary Turkish										
	Live-streamed to Bellevue CC										
	Lecturer (Yucel)										
	3 quarter, 5 credits										
	9 mos. @ 23.26% (w/CWES & GSC)										
	Benefits 26.20%	3,698	3,846	3,999	4,160						
Subtotal, Language Instruction						34,119	35,484	36,903	38,380	144,886	
C. Area and Other Instruction											
1.	CPP-2 Seminar on Teaching about the					5,760	5,990	6,230	6,479	24,459	1.2
	Middle East (w/College of Ed)										
	Lecturer (Fenner)										
	1 quarter, 1 credit										
	3 mos. @ 30%										
	Benefits 26.20%	1,509	1,569	1,632	1,697						

UNIVERSITY OF WASHINGTON, SEATTLE

Comprehensive NRC: MIDDLE EAST

Budget: FY 2018-21

TITLE VI FUNDS

CPP: Competitive Preference Priority

CPP: Competitive Preference Priority					Fiscal Yr:		Year 1	Year 2	Year 3	Year 4	Total	Section Numbers
					Academic Yr:		2018	2019	2020	2021		
						2018-19	2019-20	2020-21	2021-22			
2.	International Humanitarian Law: ME Lecturer (R. Lorenz) 1 quarter, 5 credits 3 mos. @ 50% Benefits 26.20%	2,918	3,035	3,157	3,283	11,139	11,585	12,048	12,530	47,302	1.2	
3.	Business Trends in the ME Lecturer (K. Coates Ulrichsen) 1 quarter, 3 credits 3 mos @ 30% Benefits 26.20%	1,729	1,798	1,870	1,945	6,600	6,864	7,139	7,425	28,028	1.2	
4.	Fundamentals of Global Cybersecurity: ME Lecturer (J. Beyer) 1 quarter, 5 credits 3 mos. @ 14.28% w/7NRCs Benefits 26.20%	642	668	695	723	2,452	2,550	2,652	2,758	10,412	1.2, 6.2, 8.3	
5.	Practicum in Cybersecurity ME (with target language component) Lecturer (J. Beyer) 1 quarter, 3 credits 3 mos. @ 30% Benefits 26.20%	1,927	2,004	2,084	2,168	7,356	7,650	7,956	8,274	31,236	1.2	
6.	Building Multi-Sector Social Entrepreneurship in Oman (with target language component) Lecturer (D. Fenner) 1 quarter, 3 credits 3 mos. @ 30% Benefits 26.20%	1,509	1,569	1,632	1,697	5,760	5,990	6,230	6,479	24,459	1.2	
Subtotal, Area and Other Instruction						39,067	40,629	42,255	43,945	165,896		
D. Outreach Personnel												
Subtotal, Outreach Personnel						0	0	0	0	0		
SALARIES SUBTOTAL						112,869	117,182	121,669	126,336	478,056		
2. FRINGE BENEFITS		% of	Salaries									
Faculty		26.20%	310,767			19,174	19,940	20,738	21,569	81,421		
Classified staff		40.10%	0			0	0	0	0	0		
Professional staff		33.30%	147,276			11,549	12,012	12,491	12,991	49,043		
Graduate student appointments		17.10%	0			0	0	0	0	0		
Hourly assistance		21.30%	20,000			1,065	1,065	1,065	1,065	4,260		
			478,043									
FRINGE BENEFITS SUBTOTAL						31,788	33,017	34,294	35,625	134,724		

UNIVERSITY OF WASHINGTON, SEATTLE

Comprehensive NRC: MIDDLE EAST

Budget: FY 2018-21

TITLE VI FUNDS

CPP: Competitive Preference Priority

CPP: Competitive Preference Priority		Fiscal Yr:	Year 1	Year 2	Year 3	Year 4	Section Numbers
		Academic Yr:	2018	2019	2020	2021	
		2018-19	2019-20	2020-21	2021-22	Total	
3. TRAVEL							
1.	Faculty to attend MESA and other professional mtgs.	3,000	3,000	3,000	3,000	12,000	1.4
2.	Administrative Travel Director to attend planning/administrative meetings	2,000	2,000	2,000	2,000	8,000	1.4
3.	Visiting Lecturers to UW	3,000	3,000	3,000	3,000	12,000	1.4
4.	Study-Tour to Persian Gulf: Leader's travel (w/GBC)		3,500		3,500	7,000	1.2, 4.4
TRAVEL SUBTOTAL		8,000	11,500	8,000	11,500	39,000	
5. SUPPLIES							
1.	Library Acquisitions Relevant ME languages (no English language material)	16,000	16,000	16,000	16,000	64,000	5.1
2.	Resource Center Supplies						
	Subscriptions	800	800	800	800	3,200	9.1-3
	Books Outreach resources	1,500	1,500	1,500	1,500	6,000	
	Postage (newsletter, resource lending)	1,500	1,500	1,500	1,500	6,000	
	Outreach supplies	1,500	1,500	1,500	1,500	6,000	
3.	Community Outreach						
	Facilities rental	3,000	2,000	2,000	2,000	9,000	9.1-3
	Copy/Duplication	1,500	1,500	1,500	1,500	6,000	
4.	CPP-2 Bridging Cultures cross-cultural training sessions for K-12 teachers, with District Teacher Education Programs						
	Photocopying packets	1,500	1,500	1,500	1,500	6,000	1.2, 3.4,
	Publicity	500	500	500	500	2,000	9.1-3
5.	WA State Council for the Social Studies Teachers Conference						
	Photocopying packets	200	200	200	200	800	9.1
6.	CPP-2 Community College Master Teachers Institute w/ JSIS NRCs						
	Photocopying packets, presentation materials	200	200	200	200	800	1.2, 9.2
SUPPLIES SUBTOTAL		28,200	27,200	27,200	27,200	109,800	
8. OTHER							
K-12 OUTREACH							
1.	CPP-1 Bridging Cultures Cross-Cultural Training Sessions at School District with District Teacher Education Programs						
	PSF: facilitator and presenters	8,000	8,000	8,000	8,000	32,000	1.2, 9.1
	Travel	1,500	1,500	1,500	1,500	6,000	

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TITLE VI FUNDS

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		Fiscal Yr: Academic Yr:	Year 1	Year 2	Year 3	Year 4	Total	Section Numbers
			2018 2018-19	2019 2019-20	2020 2020-21	2021 2021-22		
2.	WA State Council for the Social Studies Teachers Conference							
	PSF: one speaker		400	400	400	400	1,600	9.1
	Travel		800	800	800	800	3,200	
3.	Arabic language in the High Schools with OneWorld Now!							
	PSF: lead teacher		15,000	15,000	15,000	15,000	60,000	1.2, 3.1-2
	PSF: curriculum development		1,000	1,000	1,000	1,000	4,000	9.1
COMMUNITY COLLEGE INITIATIVES (See also Budget 8.9)								
4.	CPP-1 Bellevue Community College:							
	Designing and offering Middle East area content courses							
	Curriculum Design							
	UW-Area Faculty Mentors		4,000		4,000		8,000	1.2, 9.2
	Bellevue CC Faculty Mentorees		4,000		4,000		8,000	
	Courses Offered							
	Course instruction			5,000		5,000	10,000	
5.	CPP-1 Master Teachers Summer Institute (w/ all JSIS NRCs)							
	PSF: 2 presenters		600	600	600	600	2,400	1.2, 9.2
	Publicity		200	200	200	200	800	
6.	CPP-1 Curriculum Development Turkish		8,000	5,000			13,000	1.2, 7.2, 9.2
	Development of distance-learning curriculum for							
	live-streaming of first-year Turkish to community colleges							
7.	CPP-1 Arabic Pedagogy Workshop							
	PSF: facilitators					4,000	4,000	1.2, 7.6
	Travel					1,500	1,500	
8.	CPP-1 CMELNRC Pedagogy Workshop							
	Travel				2,500		2,500	1.2, 7.6
9.	CPP-1 Edmond's Community College, Creative Retirement Institute							
	PSF		1,000	1,000	1,000	1,000	4,000	1.2, 3.2
COLLABORATION WITH OFF-CAMPUS COLLEGES & SCHOOLS OF EDUCATION								
10.	CPP-2 Bridging Cultures training workshops: Education Programs (2x per year) at:							
	Seattle University							
	Seattle Pacific University							
	Seattle Central Community College							
	PSF: facilitator and presenters		6,000	6,000	6,000	6,000	24,000	1.3, 9.2
COMMUNITY OUTREACH								
11.	Bridging Cultures Cross-Cultural Training sessions for social services agencies, hospitals, first-responders							1.2, 9.1
	PSF: facilitators and presenters		3,000	3,000	3,000	3,000	12,000	

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		Year 1	Year 2	Year 3	Year 4	Total	Section Numbers
		Fiscal Yr: 2018	2019	2020	2021		
Academic Yr:		2018-19	2019-20	2020-21	2021-22		
12.	Voices in the Middle East Series PSF Travel	1,500 1,500	1,500 1,500	1,500 1,500	1,500 1,500	6,000 6,000	1.2, 9.2
13.	Great Decisions Series & other community requests PSF	1,000	1,000	1,000	1,000	4,000	9.3
LANGUAGE INSTRUCTION DEVELOPMENT <i>(See also: Budget 8.4-8)</i>							
14.	Curriculum Development Grant Persian Online resources for Persian curriculum	5,000	5,000			10,000	1.2
15.	Language instructor professional development, ACTFL, and other professional training opportunities Travel	1,500	1,500	1,500	1,500	6,000	7.6
CONSORTIUM MIDDLE EAST LANGUAGE NRCs (CMELNRC)							
16.	Multi-Language Pedagogy Workshops Travel UW faculty			4,000		4,000	7.6, 9.2
ROUNDTABLES AND WORKSHOPS							
17.	“Afterlives of Uprising: Beyond the Revolution” PSF Travel Facilities rental	5,000 6,000 1,000	3,000 2,000 1,000	3,000 2,000 1,000		11,000 10,000 3,000	1.2, 9.3
EVALUTION							
18.	OWN Arabic program assessment PSF: one outside evaluator		1,500		1,500	3,000	1.2, 3.3
19. CPP-1	Turkish Language Project with Bellevue Community College PSF: one outside evaluator Travel:			2,000 1,500		2,000 1,500	1.2, 3.3
20. CPP-1	Bridging Cultures assessment PSF: one outside evaluator Travel		2,000 750	2,000 750		4,000 1,500	1.2, 3.3
21.	Outside evaluator/assessment center-wide PSF: 1-3 evaluators Travel:				4,000 4,000	4,000 4,000	1.2, 3.3
OTHER SUBTOTAL		76,000	68,250	69,750	63,000	277,000	

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CPP: Competitive Preference Priority		TITLE VI FUNDS					Section Numbers
		Year 1	Year 2	Year 3	Year 4	Total	
		Fiscal Yr: 2018	2019	2020	2021		
Academic Yr:		2018-19	2019-20	2020-21	2021-22	Total	
9. TOTAL DIRECT COSTS		256,857	257,149	260,913	263,661	1,038,580	10.1-6
10. INDIRECT COSTS @ 8% OF ALL DIRECT COSTS		20,549	20,572	20,874	21,093	83,088	
NRC: TOTAL AWARD		277,406	277,721	281,787	284,754	1,121,668	
FLAS FELLOWSHIPS							
Number							
AY GRADUATE FELLOWSHIPS							
Academic year subsistence allowances @ \$15,000/each	7	105,000	105,000	105,000	105,000	420,000	
Academic year institutional payments @ \$18,000/each (includes medical insurance)	7	126,000	126,000	126,000	126,000	504,000	
AY UNDERGRADUATE FELLOWSHIPS							
Academic year subsistence allowances @ \$5,000/each	5	25,000	25,000	25,000	25,000	100,000	
Academic year institutional payments @ \$10,000/each (does not include medical insurance)	5	50,000	50,000	50,000	50,000	200,000	
Total, Academic Year:	12	306,000	306,000	306,000	306,000	1,224,000	
SUMMER GRADUATE FELLOWSHIPS							
Summer subsistence allowances @ \$ 2,500/each	5	12,500	12,500	12,500	12,500	50,000	
Summer institutional payments @ \$5,000/each (includes medical insurance)	5	25,000	25,000	25,000	25,000	100,000	
SUMMER UNDERGRADUATE FELLOWSHIPS							
Summer subsistence allowance @ \$2,500/each	3	7,500	7,500	7,500	7,500	30,000	
Summer institutional payments @ \$5,000/each (does not include medical insurance)	3	15,000	15,000	15,000	15,000	60,000	
Total, Summer:	8	60,000	60,000	60,000	60,000	240,000	
Total Requested FY 2018		366,000					
Total Allocated FY 2019			366,000				
Total Allocated FY 2020				366,000			
Total Allocated FY 2021					366,000		
FLAS: TOTAL AWARD		366,000	366,000	366,000	366,000	1,464,000	